REPORT RESUMES

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STUDY OF THE EFFECT OF SPECIAL DAY TRAINING CLASSES FOR THE SEVERELY MENTALLY RETARDED, MARCH 15, 1957 - JUNE 30, 1958.

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THE PURPOSES OF THIS PROJECT WERE (1) TO EVALUATE THE BEHAVIORAL CHANGES THAT TAKE PLACE WITHIN THE PUBLIC AND INSTITUTIONAL SCHOOL POPULATIONS AND NONSCHOOL POPULATIONS OF SEVERELY RETARDED CHILDREN, AND (2) TO EVALUATE THE CHANGES IN PARENT ATTITUDE AND FAMILY ADJUSTMENT OF THE PARENTS. THIS REPORT IS CONFINED TO PHASE 1 OF AN ONGOING PROJECT AND IS PRIMARILY CONCERNED WITH THE MAJOR ASPECTS OF THE PLANNING PERIOD - THE EXPERIMENTAL RATIONALE, THE EXPERIMENTAL DESIGN, AND THE DEVELOPMENT OF INSTRUMENTS. THE EXPERIMENTAL DESIGN CONSTITUTED A COMPARISON OF THE SOCIAL COMPETENCY DEVELOPMENT OF SEVERELY MENTALLY RETARDED CHILDREN IN FOUR SETTINGS - COMMUNITY SCHOOL, COMMUNITY NONSCHOOL, INSTITUTIONAL SCHOOL, AND INSTITUTIONAL NONSCHOOL. SUBJECTS IN ALL OF THE GROUPS WERE BETWEEN THE CHRONOLOGICAL AGES OF 6 AND 12, AND HAD INTELLIGENCE QUOTIENTS RANGING FROM APPROXIMATELY 25 THROUGH 55. THE SOCIAL COMPETENCY OF THESE CHILDREN WAS DETERMINED AT THE INITIATION AND COMPLETION OF THE 2-YEAR EXPERIMENTAL PERIOD. THE PARENTS OF BOTH COMMUNITY SAMPLES WERE INTERVIEWED DURING THIS SAME PERIOD IN ORDER TO ASSESS CHANGES IN PARENTAL ADAPTABILITY. THE TWO INSTRUMENTS DEVELOPED WERE (1) THE SAN FRANCISCO SOCIAL COMPETENCY SCALE AND (2) THE PARENT ADAPTABILITY SCALE. (GC)

REPORT TO THE COMMISSIONER OF EDUCATION
UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Study of the Effect of Special Day Training Classes for the Severely Mentally Retarded

FINAL REPORT

OF

PHASE I

March 15, 1957 - June 30, 1958

Submitted by
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PART I

INTRODUCTION

There has been considerable controversy among professional educators as to the desirability and feasibility of providing education and training for severly mentally retarded childred within the public school structure.

There are some who contend that these children should be trained, but not as part of the public school program. They argue that to include these children in the schools is a distortion of the purposes of education. These people conclude that due to sentimentality, misunderstanding, and fear, parents have pressured legislators to extend educational provisions for severely mentally retarded children. Proponents of this viewpoint generally suggest that such children be institutionalized in a state facility with the recommendation that education be available.

There are others who feel that the commitment of equal educational opportunity for all children obligates the schools to provide for those with severely limited intellectual capacity. Most of these people believe that the decision to institutionalize a child rests solely with the parent and, further, that severe mental retardation, in and of itself, does not require removing the child from his home. Many of these educators are enthusiastic about the results that have been reported thus far from special classes. They conclude that a well planned and carefully executed school program is essential to the development of the severely retarded child.

The number of school districts throughout the United States that have initiated special programs for the severely retarded has increased steadily during the past five years. Progress of these classes has been reported in rather general and often vague terms. Up to the present, the few research projects that have attempted to assess changes in the behavior of severely retarded children by virtue of school attendance have utilized poor and sometimes inappropriate instruments because satisfactory measuring devices do not exist.

There is a critical need for providing objective data for the evaluation of educational programs for severely retarded children. Controlled studies, such as this one, will contribute to a better understanding of what the public schools can provide for these children as well as a clearer picture of the developmental processes of severely retarded children. It is anticipated that this study will provide specific information relevant to classroom organization, curriculum development, and evaluation of classes for the severely retarded.

Other related research: A thorough and systematic search and analysis of available literature pertaining to studies in the area of special education for the severely retarded indicates certain gains for children as a result of their attending special classes.

The Illinois study (Herbert Goldstein, 1956) reported the following results: (a) a slight increase in the rate of mental development in the first year of the two-year project as measured by intelligence tests; (b) differences in teacher and parent reports of progress over the two-year period; (c) social quotient, as measured by the Vineland Social Maturity Scale remained relatively constant; (d) a more realistic attitude by parents about the abilities and limitations of their children.

The Michigan Demonstration Research Project (Richard J. Guenther, 1956) has reported the following results: (a) one-third of the children at the Kalamazoo Center showed some progress (one-third were dismissed because of severe behavior disorders). No test-retest data was reported ". . . because of large turnover of cases"; (b) changes in I. Q. in the Barry County group indicate that most of the children maintained their rate of mental growth; (c) behavior ratings by parents and teachers showed general progress on the part of the children in listening, self-care, and individual and group play; (d) there was little significant change in the opinions and attitudes of the parents over the three-year period of the project.

Research now in progress on "The Effects of Severely Retarded Children on Family Integration," (Bernard Farber, University of Illinois) was reported on at the second planning conference of the cooperating institutions (San Francisco State College, October 4 and 5, 1957). Results indicate better marital integration in families where the retarded child is institutionalized rather than being at home. The results of this study were reported in terms of a single evaluation of the family situation; the effects of sustained adjustment of parents to different environmental circumstances for the retarded child remains open to question. (See also: Farber, Bernard, "An Index of Marital Integration," Sociometry, 20, June, 1957).

Harriet E. Blodgett's report on "The Impact of Mental Retardation on the Family," Research in the Management of Mentally Retarded Children, 1956, stresses the importance of the parents' adaptive capacity in meeting the demands of the parent-retarded child relationship. Weekend diaries kept by the parents and the Parent Attitude Research Instrument, developed at National Institute of Mental Health, were used in the study. The results of this study indicate the need for a systematic study of parent adaptability.

Cf. Hottel, J.V., "An Evaluation of the Tennessee Day Class Program for Severely Mentally Retarded (Trainable) Children." George Peabody College for Teachers, March, 1958.

Hottel, John V., "Tennessee Experimental Program of Day Classes for Severely Retarded Children." George Peabody College for Teachers, 1957.

Johnson, G. O. and Capobianco, R. J., "Research Project on Severely Retarded Children." Special Report to the New York State Interdepartmental Health Resources Board, 1957.

Fils, David H., "Pilot Study in Severe Mental Retardation." Department of Special Education, Los Angeles County Schools, 1955.

Reynolds, Maynard, "A Study of Public School Children with Severe Mental Retardation." Minnesota State Department of Education, 1953.

Critique of related research: Five major limitations occur variously in nearly all studies conducted with a view toward assessing special day training classes for severely mentally retarded children and for assessing the effects on parents of the children placed in these classes.

1. Too few subjects used in the experiments.
2. Too short a time period for measuring change.
3. Inadequate experimental controls (or absence of controls).
4. Inadequate and insensitive instruments.
5. Relationship between the training the child receives at home and in school has not been investigated.

In general, the investigators conducting these studies recognize these limitations and suggest that further studies be designed so that these limitations are corrected.

Questions: This experiment is specifically designed to answer the following questions:

1. Do children in special day training classes for severely mentally retarded children (experimental group) show significantly greater behavioral changes than do comparable non-school (control group) children?

2. Do parents of the severely mentally retarded children attending special day training classes show significantly greater changes in parent adaptability than comparable parents of such children not attending school?

3. Do children in special day training classes for severely mentally retarded children show significantly greater behavioral changes than comparable children attending such classes in state institutions?

4. What implications do questions 1, 2 and 3 above have for curriculum development and improvement of school programs for the severely mentally retarded?

Scope of this Report

The total project is divided into three phases which will extend from March 15, 1957 through June 30, 1961.

Phase I (March 15, 1957 - June 30, 1958) is primarily concerned with the major aspects of the planning period, i.e., the experimental rationale, the experimental design, and the development of instruments.

Phase II (July 1, 1958 - June 30, 1959) represents the first year of the formal experimental period during which all of the initial testing of subjects will be accomplished.

Phase III (July 1, 1959 - June 30, 1961) includes a continuation of the experimental period, the final analysis of data, and the writing of all reports.

THE MATERIAL CONTAINED IN THIS REPORT IS CONFINED TO PHASE I OF THIS PROJECT.

PART TWO

PROCEDURE AND SAMPLE

A. Experimental Design

The basic experimental design includes:

1. Comparisons on the criterion of social competency between the following groups of severely mentally retarded children:

    Public school classes vs Community non-school
    Public school classes vs Institutional school
    Public school classes vs Institutional non-school
    Community non-school vs Institutional school
    Community non-school vs Institutional non-school
    Institutional school vs Institutional non-school

2. Comparisons on the criterion of adaptability between the following groups of parents of severely retarded children:

    Parents of children attending public school vs Parents of children not attending public school

Comparisons between parents of children who are institutionalized and those who remain in the community are not being made. These groups are not comparable due to the selective process by which the children are institutionalized.

B. Selection and Composition of Sample

1. Criteria. In order to secure comparable samples, all children selected for the study meet the following criteria:

    a. Chronological age: 6 - 12
    b. Intelligence quotient: 20-55
    c. Physical condition:

        (1) The child should be able to hear spoken connected language and be able to see well enough to engage in special class activities without undue risk.

        (2) The child should be ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work and play activities.

        (3) The child should be trained in toilet habits so that he has control over his body functions to the extent that it is feasible to keep him in school.

    d. Mental, emotional and social development:

(1) The child should be able to communicate to the extent that he can make his wants known and be able to understand simple directions.

(2) The child should be developed socially to the extent that his behavior does not endanger himself and the physical well being of other members of the group.

(3) The child should be emotionally stable to the extent that group stimulation will not intensify his problems unduly, that he can react to learning situations, and that his presence is not inimical to the welfare of other children.

e. The child should have had no public school experience or comparable formal training.

2. Description of sample.

A sample of children meeting the above criteria are drawn from various communities in California and Oregon, from school districts in Baltimore, Boston and Chicago, and from Sonoma State Hospital at Eldridge, California. Most of the sample was selected during the period represented by Phase I. The sample selection will be completed during the initial period of Phase II.

a. The Sonoma State Hospital sample is divided into experimental and control samples of 50 children each. The experimental group will enter school for the first time in the Fall of 1958, while the control group will remain out of any formal training program.

b. The community experimental sample consists of approximately 100 children who will be entering school for the first time in the Fall of 1958 in areas where public school programs for severely retarded children are in existence.

c. The control subjects in the community, who will not be entering a public school program at the initiation of the study, come from two sources:

(1) Communities in which no programs for severely retarded children have been established. This represents approximately three-fourths of the control sample.

(2) Communities in which school programs currently exist for these children. However, due to extremely long waiting lists and/or transportation difficulties, enrollment is not probable during the experimental period.

d. No selection process was established for the inclusion of parents in the study other than that their children meet the aforementioned criteria.

e. Summary of the sample:

	Children	Parents
Public school	100	200
Community non-school	100	200
Institutional school	50	---
Institutional non-school	50	---

3. Sample identification and parent contacts.

Public and private agencies, such as mental health clinics, probation departments, health departments, parent groups, and public school districts were contacted to request their participation in locating and soliciting the cooperation of appropriate families. The agencies were informed as to the criteria that the children must meet for inclusion in the study, and the agencies then contacted parents of severely retarded children to request their participation. In no case was the initial contact with the parents made by the staff of this project. Subsequent to obtaining parental consent, staff members made arrangements for testing the children and interviewing the parents.

4. Development of instruments.

An exhaustive research of existing instruments for measuring the social competency of severely mentally retarded children and parental adaptability was made, pointing to the necessity for development of instruments for these purposes. For a complete description of the instruments developed see Part Three and Part Four of this report. Appendixes D and E contain copies of the Social Competency Scale and the Parent Adaptability Scale being utilized in this study.

PART THREE

SOCIAL COMPETENCY SCALE DEVELOPMENT

A. Rationale

Most definitions of mental retardation explicitly include social competency as a major criterion. Other definitions of sub-normal intellectual functioning imply such a criterion. Doll defines mental retardation as ". . . a state of social incompetence . . . resulting from developmental arrest of intelligence. . ."; Louttit feels that "Social incompetence is the only (criterion) which has any meaning in the practical area of social problems." Porteous and Corbett propose that "Feebleminded persons are those who, by reason of permanently retarded or arrested mental development existing from an early age, are incapable of independent self-management and self-support." Tredgold even goes so far as to make social competency the criterion of mental retardation.

Broadly speaking, social competency can be seen as the development of learned skills which ultimately permits the child to achieve self-sufficiency and socially contributory behaviors. The underlying continuum may be defined as a movement from dependency to independency. The child's development of social competency will be reflected in the development of his manipulative abilities, moving from other-directed to self-initiated behavior, and from self-oriented to other-oriented behavior.

Evidence to date supports the hypothesis that a child with severe mental retardation will not achieve complete independence. Nor, for that matter, will he attain social skills that will contribute much beyond his immediate family and peer environment. We view social competency as falling along a continuum that permits operational and/or situational definitions at any point, the concern being with the lower end of this continuum. It is important to the severely retarded child and to those around him that he develop an increased ability to care for himself, that he become aware of the requirements of certain social and interpersonal relationships, and that he is able to make his wants known. These skills are considered to be important to the child in the environment in which he most usually functions. Whether any specific skill is included in a particular context, such as the school program or institution, is not crucial to our general notion of social competency.

The selection of behaviors for the social competency scale came from a number of sources: (1) All of the major curriculum guides developed for the severely retarded in public schools and institutions, (2) discussions with professional personnel, all of whom had extensive experience with mentally retarded children, (3) discussions with parents of severely retarded children, and (4) careful examination of existing scales and evaluational instruments.

It should be mentioned at this point that alternative constructs were considered, particularly social maturity, the outstanding example of which is the Vineland Social Maturity Scale. This scale has not proved to be appropriate for the measure of such behaviors for severely mentally retarded children. Because there are insufficient items at the various age levels, fine discriminations in ability and development are not possible. The concept of social maturity was rejected due to the pervading feeling that a genetic determinant is responsible for the maturational effects. The concern of this study is identifying and scaling of skills that are essentially learned competencies which are amenable to training or education.

From the previously mentioned discussions and analyses of material, it was evident that there is considerable agreement as to the areas in which severely mentally retarded children should be trained. These seemed to fall into the general categories of self-help, social skills and communication. The scaled items included in these areas would, then, operationally define social competency.

B. Item Selection

Approximately 200 behaviors that fell within the general area of social competency were identified. From this pool of behaviors 72 items were written under four headings: Self-Help, Quality, Responsibility, and Social Skills. A communication section was not written initially, as it was anticipated that such a scale would be available from other sources. A definition of the various sub-sections of the scale follows:

The Self-Help section is designed to measure the child's manipulative ability. The concern is not whether the child must be directed to do the skill or whether he initiated the activity. The greater the child's manipulative ability, the more independent he is.

In the course of developing the Responsibility section, it became clear that the essential behavior being measured was initiative. Thus, in later forms of the scale this section was retitled Initiative-Responsibility. The child who must be directed to an activity is seen to be more dependent than the child who initiates that activity. It is conceivable that two children of equal manipulative ability will differ with regard to the amount of responsibility they assume.

The Quality section was designed to determine the effectiveness of the child's performance. This judgment was to be made regardless of the child's manipulative ability or whether the activity was self-initiated or other-directed. The child's capability here is seen to be related to the amount of time and effort he requires of others. The more effectively he performs these skills the less dependent he will be.

The Social Skills section is designed to assess the child's movement toward engaging in and assuming responsibility in interpersonal relationships with other children and adults. The more able the child is in relating to others and participating in group situations, the more independent he will be.

The items defining these sub-sections of the scale were written using the following criteria:

1. Each item must be unidimensional as to the dependency-independency continuum as well as to content. The content must be unidimensional in terms of the specific skill and the frame of reference for rating this skill. That is, the manipulative, responsibility and effectiveness aspects of the skill were to be scaled independently.
2. The items should permit scaling on at least four levels in order to show increments in social competency.
3. Wherever possible, behaviors including value judgments or reflecting a particular cultural orientation were eliminated.
4. Where possible, the behaviors should be observable in the three experimental settings--the home, the school, and the institution.

It should be stressed that the selection of items was primarily based on our general concept of social competency rather than their pertinency to any specific experimental setting.

The unidimensionality criterion was crucial to the selection of all items. A study of the rank-order agreement amohg teachers of mentally retarded children on scales similar to the one developed corroborated the necessity for this. It was very difficult for them to rank-order items in other scales because the behaviors were multi-dimensional. The inability to determine the appropriate frame of reference required for rating left the meaning of any given rating unclear.

In some cases, the rater may not have the opportunity to observe a given child perform all behaviors on the scale developed for this study. Where the environment did not include the behavior in question, the rater was asked to put a check next to the statement, "No Opportunity to Observe." If a rater checked the "N. O." he was further instructed to estimate at what level the child might perform if the opportunity to observe were present. However, in the case where the rater prevented the child from participating in a particular activity due to the child's immaturity or fear of his hurting himself or others, the child was to be rated at level one (1) on the scale. In this instance, the rater has made some judgment as to the child's ability and has intentionally prevented his participation. This is not to be construed as a "No Opportunity to Observe" rating, but rather as an indication that the child cannot perform, with the rating at the "Cannot do" level. The rationale for this method of rating hinges on the interest of this study in the functional behavior of the child.

C. Scale Analysis

1. Rank-Order Procedure

Prior to the first trial form of the social competency scale, the alternatives within each item were rank-ordered by the staff in terms of the frame of reference of the particular sub-section. The alternatives within each item were then randomized. Teachers of severely retarded children and other professional personnel (psychologists and consultants and administrators in special education) were then asked to rank-order the item alternatives using the appropriate frame of reference. For each item a tabulation was made of the judges' rank-ordering of the alternatives within that item and these rank-orderings were then compared with the a priori rank-ordering of the authors. The percentage of each group of judges agreeing with the a priori rank-ordering was computed.

In general, the criterion for accepting an item was at least 70 percent agreement with the a priori ordering of the staff. When the judges agreed among themselves to this extent but did not agree with the staff, the item was re-ordered on the basis of their judgment. Items on which the judges could not agree sufficiently were either rewritten or deleted from the scale. Items retained after this procedure appear in the first trial form of the scale (Form X-1).

The data were analyzed in terms of:

1. Item alternative increments with mental age.
2. Item - total score correlations.
3. Item - sub-scale score correlations.

These procedures were utilized in the development and analysis of Form X-2, and on the basis of these procedures Form X-3 was written.

Table 1, on the following page, presents the rank-order agreement by three groups of judges (parents, teachers, and other professional personnel) for the randomized item alternatives for Form X-2.

2. Composition of Social Competency Scale

Data presented herein are confined to the two trial forms of the scale (Form X-1 and Form X-2) as no data are available on the final experimental form (X-3).

Form X-1, consisting of 70 items, was distributed to six school districts (N = 296) and nine state institutions for the mentally retarded (N = 426). Of these, 188 public school and 219 institutional scales were returned satisfactorily completed.

TABLE I

PERCENTAGE OF JUDGES RANK-ORDER AGREEMENT FOR RANDOMIZED ITEM ALTERNATIVES WITH A PRIORI ORDERING

FORM X-2

Item	Other Prof. N= 13	Tchr. N= 5	Parent N= 8	Item	Other Prof. N= 13	Tchr. N= 5	Parent N=8
1	100	100	100	31	100	100	100
2	92	60	100	32	100	100	88
3	100	100	88	33	92	80	75
4	100	100	100	34	100	100	100
5	92	100	100	35	92	100	100
6	100	100	100	36	100	100	88
7	92	80	100	37	85	100	88
8	85	60	88	38	92	100	100
9	92	100	100	39	100	100	100
10	92	80	100	40	100	100	100
11	46	100	88	41	76	40	75
12	100	100	100	42	92	100	100
13	100	100	100	43	85	100	100
14	92	100	100	44	69	100	88
15	85	100	75	45	100	100	88
16	100	100	100	46	92	80	63
17	92	100	75	47	92	100	100
18	61	100	88	48	85	80	88
19	76	80	88	49	92	100	88
20	92	100	100	50	61	40	63
21	92	100	100	51	92	100	100
22	100	100	88	52	100	100	75
23	92	80	75	53	76	60	88
24	100	100	100	54	76	20	63
25	92	80	100	55	100	80	100
26	92	100	88	56	100	80	100
27	15	40	00	57	92	60	100
28	100	100	68	58	61	40	75
29	85	100	100	59	76	80	88
30	100	100	88	60	100	100	100

Form X-2, consisting of 60 items, was distributed to 23 public school districts (N = 926) and 13 state institutions (N = 845), and to 13 private and parent-operated schools for the mentally retarded (N = 454). Of these, 556 public school scales, 472 institutional scales and 212 private and parent school scales were returned satisfactorily completed.

Data were obtained relevant to the child's chronological age, mental age or intelligence quotient, sex and diagnostic classification. In most instances, the intelligence test data reported were on the Stanford-Binet, Form L. Vineland Social Maturity scores were reported for 101 public school children, permitting comparison with the social competency scale developed for this study.

The sample of subjects for the two forms of the scale follows:

	Chronological Age	Mental Age	Approx. I. Q. Range
Form X-1	8 - 15	3 - 7	25 - 55
Form X-2	8 - 15	2 - 6	25 - 55

The institutional data contained a considerable number of "No Opportunity to Observe" ratings, and the mental age and chronological age - item correlations were erratic. In terms of the scale development, therefore, the institutional data were not particularly helpful. Time did not permit a complete analysis of private and parent school data. Therefore, the analyses in this report reflect only the public school data. Public school data showed social competency growth increments by mental age and the reliability was sufficiently high to permit the utilization of this data for the development of the final form of the scale (X-3).

Table 2 contains the number of items in the various sub-scales for the three forms of the social competency scale.

TABLE 2
NUMBER OF ITEMS FOR THE VARIOUS SUB-SCALES
CONSTITUTING THE THREE FORMS OF THE
SAN FRANCISCO SOCIAL COMPETENCY SCALE

FORM X-1		FORM X-2		FORM X-3	
Sub-Scale	Items	Sub-Scale	Items	Sub-Scale	Items
Self-Help	24	Self-Help	27	Self-Help	23
Quality	8				
Responsibility	17	Initiative-Responsibility	13	Initiative-Responsibility	16
Social Skills	21	Social Skills	20	Social Skills	15
Total	70	Total	60	Total	54
				Communication	18

An analysis of Form X-1 indicated that the items in the Quality sub-scale correlated so highly with the Self-Help sub-scale that they were revised where necessary and transferred to the latter sub-scale. The items in the Responsibility sub-scale appeared to contain an initiative factor and, therefore, this sub-scale was renamed Initiative-Responsibility in Form X-2. To facilitate the reader's understanding of the development of the items for the revised forms of the scale, reference is made to Appendix A which lists the comparable item numbers for the three forms of the scale.

Plans to utilize a communication scale from other sources did not materialize. Therefore, it was necessary to develop such a scale for Form X-3. As this section was included late in the development of the social competency scale, no statistical data are available. For the Communication sub-scale, the aforementioned rank-order procedure for randomized item alternatives was carried out, and the agreement was sufficiently good to permit its inclusion in the scale. However, because the statistical properties of the Communication sub-section are unknown, these items are not included in the social competency score.

Items 18, 27 and 58 were eliminated prior to data processing of Form X-2 because of high frequency of "No Opportunity to Observe", the relatively low rank-order agreement, and the similarity of content with other items in the scale.

The instructions to the rater may be found on the face sheet of each form of the social competency scale (Appendix D). Each item alternative was given an ordinal rank from 1 (low) to 4 or 5 (high). The child's social competency score reflected the sum of the circled item alternatives.

3. Item, Sub-Scale Score and Total Score Correlations.

The statistical properties of each of the three forms of the social competency scale were first determined by obtaining intercorrelations between the items, the sub-scale scores, total scores, mental age, and chronological age. Table 3A, on the following page, presents the item - mental age gamma coefficients for Form X-1. Table 3B (page 16) gives the item - mental age and item - chronological age gamma coefficients for Form X-2. (See footnote)

All correlations reported are gamma coefficients unless stated otherwise. It was decided to use this non-parametric measure of association since it was felt that in most cases the data did not meet the underlying assumptions of more conventional procedures.

Gamma measures the directed order of association; the degree to which the order of x is generally the same as the order of y. Specifically:

$$\text{gamma} = \frac{\text{probability of like orders minus probability of unlike orders}}{\text{sum of like and unlike probabilities}}$$

TABLE 3A

ITEM - MENTAL AGE CORRELATION COEFFICIENTS
FORM X-1

Self-Help		Quality		Responsibility		Social Skills	
Item	MA	Item	MA	Item	MA	Item	MA
1	.61	1	.48	1	.45	1	.40
2	.61	2	.59	2	.50	2	.14
3	.76	3	.54	3	.47	3	.67
4*	--	4	.61	4	.45	4	.41
5	.62	5	.63	5	.37	5	.48
6	.58	6	.43	6	.32	6	.06
7	.47	7	.56	7	.42	7	.45
8*	--	8	.53	8	.29	8	.42
9	.47			9	.30	9*	--
10	.50			10	.26	10	.64
11	.54			11	.40	11	.42
12	.64			12	.60	12	.44
13	.55			13	.55	13	.38
14	.41			14	.32	14	.45
15	.43			15	.41	15	.26
16	.61			16	.37	16	.44
17	.44			17	.45	17	.17
18	.49					18	.26
19	.49					19	.37
20	.60					20	.05
21	.67					21	.38
22	.52						
23	.55						
24*	--						

*Deleted prior to data analysis.

TABLE 3B

ITEM - MENTAL AGE AND ITEM - CHRONOLOGICAL AGE CORRELATION COEFFICIENTS FORM X-2

Self-Help			Initiative-Responsibility			Social Skills		
Item	MA	CA	Item	MA	CA	Item	MA	CA
1	.55	.45	28	.40	.36	41	.45	.31
2	.42	.36	29	.38	.36	42	.29	.25
3	.44	.27	30	.50	.43	43	.60	.29
4	.55	.39	31	.30	.25	44	.50	.31
5	.61	.45	32	.49	.44	45	.45	.25
6	.57	.37	33	.27	.27	46	.34	.14
7	.40	.29	34	.27	.22	47	.51	.30
8	.69	.36	35	.19	.08	48	.63	.51
9	.70	.44	36	.32	.20	49	.32	.15
10	.53	.47	37	.43	.25	50	.34	.14
11	.50	.34	38	.39	.25	51	.55	.50
12	.51	.45	39	.34	.19	52	.46	.28
13	.58	.33	40	.54	.42	53	.05	.14
14	.65	.52				54	.22	.11
15	.53	.40				55	.55	.37
16	.49	.23				56	.45	.30
17	.43	.28				57	.54	.42
18*	--	--				58*	--	--
19	.54	.34				59	.56	.39
20	.49	.34				60	.59	.40
21	.34	.26						
22	.57	.39						
23	.59	.54						
24	.47	.41						
25	.40	.47						
26	.64	.58						
27*	--	--						

*Deleted prior to data analysis.

The data in these tables indicate that the items and the sub-scale scores correlate more highly with mental age than with chronological age. All subsequent analyses of the data were performed using mental age as the method of grouping due to the relatively high social competency - mental age correlations. The correlations between the sub-scale scores and chronological age were low, and therefore, item - chronological age correlations were not obtained for Form X-1. However, for Form X-2 a more extensive analysis of the data was performed, including the item - chronological age correlations.

The estimated ratings ("No Opportunity to Observe") were not included in any of the data analyses reported herein for Form X-1. Likewise, these ratings were not included in the item - mental age and item - chronological age correlations for Form X-2. However, in order to obtain comparable sub-scale and total scores for each subject, it was necessary to include these estimated ratings so that the scores would be comprised of the same number of items. Thus, the data upon which these latter correlations were obtained include both "true" and estimated ratings. The reader should be cognizant of this difference in making comparisons between Form X-1 and Form X-2 in Table 4 below.

TABLE 4

SUB-SCALE SCORES AND TOTAL SCORES
CORRELATED WITH MENTAL AGE AND CHRONOLOGICAL AGE
FORM X-1 AND FORM X-2

FORM X-1*

Sub-Scale	N = 188 MA	N = 193** CA
Self-Help	.61	.36
Quality	.62	.14
Responsibility	.53	.30
Social Skills	.57	.29
Total Score	.65	.37

FORM X-2*

Sub-Scale	N = 231 MA	N = 231 CA
Self-Help	.58	.42
Initiative-Responsibility	.39	.26
Social Skills	.55	.31
Total Score	.56	.37

*Correlations on Form X-1 are Pearson r's.
Form X-2 correlations are gamma coefficients.

**N includes 5 subjects whose mental age was unknown.

The correlation coefficient (Pearson r) between the Vineland Social Maturity Scale and the San Francisco Social Competency Scale for 101 subjects on Form X-1 was .513.

The part-whole correlations between each item score, its sub-scale score and the total score for each mental age for Form X-1 are presented in Appendix B. These data are presented for Form X-2 in Appendix C. In general, the items correlate quite well with their own sub-scale score and with the total score.

The sub-scale intercorrelations and the sub-scale - total score correlations for each mental age for Form X-1 and Form X-2 are reported in Tables 5 and 6 respectively. The numbers of subjects at mental ages 3, 4 and 5 for Form X-2 were sufficiently large to permit a division into sub-samples of approximately 50 subjects each.

TABLE 5

SUB-SCALE INTERCORRELATIONS AND SUB-SCALE SCORE - TOTAL SCORE CORRELATIONS FORM X-1

Sub-Scales	MA 3 N=21	MA 4 N=46	MA 5 N=62	MA 6 N=46	MA 7 N=13
Self-Help X Responsibility	.74	.69	.58	.54	.27
Self-Help X Quality	.73	.56	.50	.57	.45
Self-Help X Social Skills	.51	.41	.30	.17	.28
Self-Help X Total Score*	.82	.82	.66	.65	.52
Quality X Responsibility	.73	.56	.68	.52	.59
Quality X Social Skills	.39	.34	.31	.23	.25
Quality X Total Score	.79	.64	.64	.61	.74
Responsibility X Social Skills	.46	.50	.52	.37	.21
Responsibility X Total Score	.83	.83	.82	.78	.72
Social Skills X Total Score	.62	.57	.57	.49	.45

*All gamma coefficients were computed by IBM 701 digital computer at the University of California Computer Center. Unfortunately, at this writing the 701 program for this coefficient does not have the necessary modification to compute non-spurious gammas. This applies to all part-whole correlation coefficients.

TABLE 6

SUB-SCALE SCORE INTERCORRELATIONS AND SUB-SCALE SCORE - TOTAL SCORE CORRELATIONS FORM X-2

MA =	2	3	3	3	4	4	4	4	5	5	5	6
N =	32	50	50	50	50	50	50	50	43	43	42	50
SH X IR	.67	.67	.74	.74	.60	.67	.64	.62	.48	.44	.41	.64
SH X SS	.54	.61	.56	.56	.50	.63	.52	.53	.52	.31	.55	.51
SH X T	.82	.85	.84	.84	.82	.83	.81	.80	.76	.69	.77	.78
IR X SS	.54	.61	.56	.60	.50	.67	.57	.57	.58	.33	.48	.63
IR X T	.74	.75	.81	.82	.75	.78	.76	.77	.70	.63	.61	.80
SS X T	.72	.76	.72	.72	.68	.80	.70	.72	.72	.57	.75	.72

IR = Initiative-Responsibility
SH = Self-Help
SS = Social Skills
T = Total Score

The percentage of subjects at each mental age for each item alternative on Form X-2 was computed. These distributions indicate that most of the items are discriminating satisfactorily between children of various mental ages. A tabulation was also made of the percentage of subjects at each mental age who were rated as "No Opportunity to Observe." The item alternative analysis did not include these subjects, which explains the varying N's for each mental age in the item examples below.

EXAMPLES OF ITEMS WITH LOW AND RELATIVELY HIGH CORRELATIONS WITH MENTAL AGE

ITEM 53
(Correlation with MA = .05)

Item	MA =	2	3	4	5	6
Alt.	N =	32	145	194	122	45
			Percent			
4		6	8	10	11	16
3		44	35	40	36	36
2		34	31	33	40	38
1		16	25	17	13	11
N. O.		16	4	4	4	10

ITEM 11
(Correlation with MA = .69)

Item	MA =	2	3	4	5	6
Alt.	N =	20	72	95	67	23
			Percent			
4		--	1	14	24	61
3		10	25	30	45	30
2		35	21	35	24	4
1		55	52	21	7	4
N. O.		47	52	53	48	54

4. Internal Consistency Data

The odd-even internal consistency Pearson r's are reported in Table 7 for Form X-1 and gamma coefficients for Form X-2 comprise Table 8. In order to compare these two tables, the Pearson r's are not corrected by the Spearman-Brown formula since no comparable correction has been developed for the gamma coefficient.

There were not enough Quality items in Form X-1 to justify computing odd-even Pearson r's, and since these items correlate quite well with the Self-Help items, they were included in the Self-Help sub-scale in Form X-2.

It should be remembered that the estimated ratings made for items checked "No Opportunity to Observe" are not included in the calculation of the internal consistency coefficients for Form X-1. However, these estimated ratings are included in the calculations for Form X-2.

TABLE 7

ODD-EVEN INTERNAL CONSISTENCY COEFFICIENTS
(UNCORRECTED PEARSON R'S) FOR THE SUB-SCALES
AT EACH MENTAL AGE AND COMBINED MENTAL AGES
FORM X-1

	MA =	3	4	5	6	7	Total
Sub-Scale	N =	21	46	62	46	13	188
Self-Help + Quality		.93	.89	.82	.69	.94	.89
Responsibility		.91	.86	.84	.74	.78	.75
Social Skills		.81	.63	.68	.66	.21	.86

TABLE 8

ODD-EVEN INTERNAL CONSISTENCY GAMMA COEFFICIENTS (UNCORRECTED)
FOR THE SUB-SCALE SCORES AND TOTAL SCORE
FOR VARIOUS MENTAL AGE SUB-SAMPLES
FORM X-2

MA =	2	3	3	3	4	4	4	4	5	5	5	6
N =	38	50	50	50	50	50	50	50	43	43	42	50
SH	.77	.83	.81	.77	.84	.78	.78	.81	.69	.73	.83	.84
IR	.78	.71	.68	.72	.74	.76	.71	.75	.64	.68	.53	.60
SS	.80	.68	.76	.72	.71	.70	.66	.70	.68	.55	.74	.62
TOTAL	.80	.88	.88	.82	.84	.86	.82	.88	.78	.82	.81	.83

IR = Initiative-Responsibility
SH = Self-Help
SS = Social Skills

5. Means and Standard Deviations

a. Sub-Scale Score and Total Score Data

Means and standard deviations of sub-scale scores and total scores for both forms of the scale are reported in Tables 9 and 10. The observation that the scores level off at MA 7 on Form X-1 and MA 6 on Form X-2 indicates the developmental limits of the scale. That the leveling-off point is at two different mental ages in the two forms may be a function of the different methods used to establish a given mental age:

For example, in Form X-1 Mental Age 6 includes children with mental ages reported from 5-6 through 6-5. In Form X-2, Mental Age 6 includes children with mental ages from 6-0 through 6-11.

TABLE 9

MEANS AND STANDARD DEVIATIONS FOR THE SUB-SCALE SCORES AND TOTAL SCORES AT EACH MENTAL AGE FORM X-1

	N =	MA 3 21	MA 4 46	MA 5 62	MA 6 46	MA 7 13
Self-Help	M	46.57	59.09	67.32	77.41	84.15
	SD	13.95	16.86	13.86	9.72	9.27
Quality	M	13.43	19.39	22.10	28.35	30.92
	SD	5.85	6.72	6.90	5.10	3.73
Responsibility	M	32.19	40.87	47.77	55.24	58.08
	SD	9.46	12.84	12.00	10.60	12.51
Social Skills	M	44.10	50.10	59.34	65.88	66.69
	SD	11.48	10.89	10.77	9.89	7.22
Total Score	M	136.14	169.46	192.29	226.93	237.85
	SD	35.99	41.52	42.94	28.73	25.19

TABLE 10

MEANS AND STANDARD DEVIATIONS FOR THE SUB-SCALE SCORES AND TOTAL SCORES FOR VARIOUS MENTAL AGE SUB-SAMPLES FORM X-2

		MA 2	MA 3	MA 3	MA 3	MA 4	MA 4	MA 4	MA 4	MA 5	MA 5	MA 5	MA 6
	N =	38	50	50	50	50	50	50	50	43	43	42	50
SH	M	43.97	53.60	55.86	55.48	65.64	68.38	64.60	62.08	77.37	76.37	74.00	79.90
	SD	13.19	19.62	16.49	15.22	16.05	15.63	16.20	15.19	13.19	13.24	16.49	15.17
IR	M	22.50	26.16	26.96	26.24	31.92	32.86	31.50	29.98	36.14	36.14	33.78	33.36
	SD	8.38	9.21	9.58	9.06	8.73	8.81	8.57	8.05	8.33	6.80	7.95	8.81
SS	M	36.37	45.02	45.12	43.94	51.88	52.66	51.22	51.66	58.49	57.93	57.52	61.74
	SD	9.67	12.09	12.08	10.25	10.13	11.87	9.95	10.14	8.68	8.20	10.93	10.14
T	M	102.84	125.96	127.94	125.66	149.44	153.90	147.52	143.72	172.06	170.44	165.31	175.00
	SD	28.71	30.42	35.16	31.85	31.72	34.26	31.28	30.55	27.32	23.19	32.21	31.29

IR = Initiative-Responsibility
SH = Self-Help
SS = Social Skills
T = Total Score

b. Male-Female Data

As reported in Tables 11 and 12, male-female means do not differ statistically. Sex differences have not been studied statistically for each item. However, the behaviors in the scale were selected on the basis of their applicability to both sexes.

TABLE 11

MEANS AND STANDARD DEVIATIONS FOR MALES AND FEMALES
FOR SUB-SCALE SCORES AND TOTAL SCORES BY MENTAL AGE
FORM X-1

		MA 3 and 4		MA 5		MA 6 and 7	
	N =	37	23	38	18	29	20
	Sex =	M	F	M	F	M	F
Self-Help	M	48.70	52.48	65.29	68.33	82.03	74.20
	SD	23.41	12.22	15.44	8.27	7.97	9.90
Quality	M	15.43	16.26	21.58	22.06	29.52	26.80
	SD	8.12	6.48	7.48	5.98	5.55	6.05
Responsibility	M	34.51	37.35	46.26	49.00	57.10	51.30
	SD	16.90	11.61	13.21	6.66	9.42	12.77
Social Skills	M	43.78	48.70	59.71	59.44	65.38	66.70
	SD	18.53	9.92	11.44	9.34	9.54	9.64
Total Score	M	142.35	154.78	192.90	198.83	234.24	218.90
	SD	63.66	10.83	41.94	81.10	24.20	32.92

TABLE 12

MEANS AND STANDARD DEVIATIONS FOR MALES AND FEMALES FOR SUB-SCALE SCORES AND TOTAL SCORES BY MENTAL AGE FORM X-2

		MA 2			MA 3			MA 4			MA 5			MA 6		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	N =	23	15	38	79	71	150	87	113	200	55	73	128	29	21	50
SH	M	43.30	45.00	43.97	54.01	56.65	55.26	65.91	64.61	65.18	77.09	75.05	75.93	78.21	82.24	79.90
	SD	13.95	12.33	13.19	18.03	14.46	16.06	15.64	15.99	15.81	15.07	13.21	14.03	16.45	13.23	15.17
IR	M	22.70	22.20	22.50	25.67	27.53	26.55	31.72	31.44	31.57	35.78	35.05	35.37	32.76	34.19	33.36
	SD	9.48	6.65	8.38	9.52	8.31	9.03	8.14	8.88	8.54	8.40	7.24	7.74	8.62	9.44	8.81
SS	M	35.48	37.73	36.37	44.59	44.80	44.69	52.86	51.08	51.86	58.75	57.41	57.98	60.93	62.86	61.74
	SD	10.38	8.62	9.67	11.88	11.02	11.44	9.59	11.10	10.48	10.40	8.34	9.27	10.32	10.01	10.14
T	M	101.78	104.93	102.84	124.26	129.02	126.52	150.49	147.13	148.60	171.62	167.55	169.30	171.90	179.29	175.00
	SD	31.04	25.34	28.71	36.96	30.93	33.21	30.30	33.48	32.10	31.38	24.67	27.71	32.41	29.85	31.29

IR = Initiative-Responsibility
SH = Self-Help
SS = Social Skills
T = Total Score

c. Diagnostic Classification Data

Subjects were grouped by mental age according to their diagnostic classification. The means and standard deviations for these classifications are reported for Form X-1 in Table 13, and for Form X-2 in Table 14. In general, the differences between the means of the three groups, Mongoloid, organic and undifferentiated, are not statistically significant.

In order to obtain a number of subjects sufficiently large to permit a meaningful analysis of the data on Form X-1, mental ages 3 and 4 were combined as were mental ages 6 and 7.

TABLE 13

MEANS AND STANDARD DEVIATIONS OF THE
SUB-SCALE SCORES AND TOTAL SCORES
FOR THE THREE DIAGNOSTIC CATEGORIES BY MENTAL AGE
FORM X-1

		MA 3 and 4			MA 5			MA 6 and 7		
		Mong	Org	Undif	Mong	Org	Undif	Mong	Org	Undif
	N =	23	22	15	13	18	25	5	17	27
SH	M	53.35	50.50	44.73	68.85	59.56	69.76	82.00	72.24	82.41
	SD	14.53	16.87	29.18	13.09	15.30	11.46	4.30	11.66	7.82
Q	M	16.17	16.32	14.27	21.31	18.50	24.28	30.40	25.65	30.00
	SD	7.14	17.08	10.45	7.87	24.36	4.65	8.54	16.62	4.86
R	M	37.48	36.64	31.20	47.08	41.78	51.04	60.00	50.29	56.56
	SD	12.39	12.67	21.08	13.03	14.46	6.63	10.32	11.42	10.58
SS	M	48.48	45.82	41.13	60.85	56.17	61.48	64.80	64.82	66.81
	SD	11.87	11.55	24.60	12.02	11.15	9.20	7.66	9.76	31.21
T	M	155.35	149.27	131.33	198.08	176.11	206.56	237.20	213.00	235.70
	SD	40.34	41.12	83.31	41.06	43.04	23.58	23.42	30.71	25.30

Q = Quality
R = Responsibility
SH = Self-Help
SS = Social Skills
T = Total Score

TABLE 14

MEANS AND STANDARD DEVIATIONS OF SUB-SCALE SCORES AND TOTAL SCORES FOR THE THREE DIAGNOSTIC CATEGORIES AT EACH MENTAL AGE

FORM X-2

		MA 2			MA 3			MA 4			MA 5			MA 6		
		Mong	Org	Undif	Mong	Org	Undif	Mong	Org	Undif	Mong	Org	Undif	Mong	Org	Undif
	N =	16	15	7	66	40	35	81	61	54	46	30	39	4	11	26
SH	M	44.56	45.87	38.57	57.09	53.70	55.37	64.85	64.80	65.94	76.87	73.17	76.15	63.50	80.55	80.73
	SD	14.62	11.37	13.89	16.20	16.88	11.64	15.06	17.69	15.17	12.05	14.10	17.87	26.34	12.57	14.22
IR	M	23.00	23.13	20.00	28.03	27.08	24.43	31.50	31.08	32.02	35.78	35.43	34.23	22.75	34.00	33.27
	SD	9.97	6.77	8.27	9.51	9.41	4.97	8.77	9.17	7.63	7.04	8.16	8.45	6.95	7.67	8.36
SS	M	35.19	37.33	37.00	46.44	44.35	43.23	51.47	51.70	52.44	59.46	56.23	57.67	46.00	64.55	61.54
	SD	9.75	10.31	8.81	11.39	11.37	7.49	9.99	11.34	10.40	7.92	9.11	10.60	13.14	8.49	9.26
T	M	102.75	106.33	95.57	131.60	125.13	123.00	147.82	147.59	150.40	172.11	164.83	168.05	132.25	179.09	175.54
	SD	31.62	26.31	29.59	34.38	35.11	21.92	31.12	35.43	30.52	22.71	28.28	34.51	45.76	24.03	29.06

IR = Initiative-Responsibility
SH = Self-Help
SS = Social Skills
T = Total Score

PART FOUR

PARENT ADAPTABILITY SCALE DEVELOPMENT

A. Introduction

The controversy over the efficacy of special day classes for severely retarded children has also involved questions as to the effects of these classes on the parents of such children. The question takes on additional meaning and emphasis with the increasing awareness of the social and psychological problems created for such parents. The research undertaken has been designed, in part, to evaluate this phase of the problem in addition to determining the effects of day school training for the retarded child. The measurement of the effects of any specialized educational counseling or therapy for parents is not of interest here, but solely the influence of the school program and its direct or indirect effect on the parent's adjustment to the retarded child.

The instrument used for this purpose must, therefore, be able to measure parental changes which can be attributed to the child being in school. Further, such a measure should approximate, as closely as possible, actual behavioral changes rather than changes in attitudes and/or feelings. From the point of view of the social import and educational value of such school programs for parents and the community, actual behavioral changes would seem to be the most essential criteria. It might be argued that attitudinal changes could reflect learned reactions which may be stereotypic forms of responding. In addition, attitudes and feelings may reflect only minimally any operational changes in adjustment on the part of the parent.

B. Conceptual Framework of Adaptability

The conceptual framework of the research instrument developed for the purpose of this research must meet certain criteria. First, as mentioned above, it must concern itself with overt behaviors. Secondly, the behaviors measured should be crucial to the parent-retarded child relationship and theoretically subject to change by virtue of the child's school experience. Thirdly, they should be empirically verifiable and, lastly, their interpretation should not be subject to complex inferences which might vary greatly according to an observer's background, discipline and frame of reference. The concept of adaptability for the purposes of this project meets these criteria.

Closely related to the particular action an individual takes in any situation are the cognitive processes he undergoes to decide upon the action. The judgment of overt acts of individuals in different situations should take into consideration the cognitive aspects of the action. The alternatives would require extensive sampling of the parent-child relationship through observation, or the imposition of a particular value system not necessarily shared by the subjects involved. The former is not feasible, while the latter further removes the judgment of the parent's behavior from specific operational statements.

After a survey of the literature and discussions with available experts in the field, the concept of parent adaptability was decided on as the broad socio-psychological framework within which to relate possible change. In general, the problem-solving aspects of parental behavior as it pertains to the relationship with their retarded child is the primary interest of this research. The following pages will be devoted to an explanation of the relevancy of the construct in terms of the above criteria.

Based upon Burgess and Wallin's theoretical formulation[1], the staff defines adaptability as the ability to change roles, attitudes and actions in order to meet effectively new or modified situations. This concept seems pertinent to a parent's relationship with the retarded child because of the shifts required in most parents' values, goals, expectations, child-rearing patterns, and general psychological set toward the birth and rearing of their child.

For purposes of this research, the concept of adaptability is seen to include three interacting components: motivation, empathy, and flexibility. Motivation is considered in terms of the degree to which the parent is willing to involve himself in activities with or for the child in order to achieve certain goals for the child. As it relates to adaptability, a particular kind of achievement motive is being sought in which the parent undertakes to help the child achieve certain goals determined by the parent's level of aspiration for the child. Both the action the parent says he takes and the cognitive process the parent describes in determining the action are evaluated.

Empathy is defined as the ability to take the "role" of others, or to recognize and understand another person's feelings, motivation and cognitive processes. This ability is considered necessary for determining the course of more adaptive actions.[2] Theodore Sarbin[3] reports some empirical data which supports this point of view.

Flexibility represents the ability to employ alternative means of action toward others and an evaluation of the specific requirements of the situation. It also represents an ability to delineate elements pertaining to a situation, as opposed to stereotyping the situation and the individuals involved. The ability to alter or change one's behavior to meet the exigencies of new or modified situations or the demands of any particular situation is, of course, an integral and necessary component of any adaptive reaction.

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[1] Burgess, Ernest and Wallin, Paul, Engagement and Marriage, Lippincott Co., New York, 1953.

[2] Op. cit., pp. 620-655.

[3] Sarbin, Theodore, "Role Theory," in The Handbook of Social Psychology by Gardner Lindzey. Pub. by Addison Wesley, Cambridge, Mass., 1954.

Theoretically, the child's attending a public school program might positively affect a parent's functioning in relation to the above components. The acceptance of a severely retarded child into a public school program offers the parent hope that the situation is not completely static and that some beneficial effects may accrue. Such hope may increase the parent's motivation in terms of a realistic level of aspiration. The parent may be helped to see the child in a somewhat different perspective and perhaps assess more clearly the child's limitations and capabilities in light of the teacher's relationship to and expectations of the child. Finally, the opportunity to confer with teachers, psychologists, and other professional people may enable the parent to evaluate his past experiences with the child, making it possible to utilize new concepts and approaches which may modify the type of action he takes.

C. Relationship of Parent Adaptability to Social Competency

Theoretically, parents who are highly adaptable will be able to help their children use their capacities more fully than parents who do not possess high degrees of these qualities. It is hypothesized that there is a positive correlation between parent adaptability and social competency. The parent adaptability scale has been developed to include situations that are similar to those used in the social competency scale. It will, therefore, permit the study of the relative contribution of the school and the parents to a child's social competency.

D. Method of Scale Construction

The determination of characteristic patterns of parent adaptability, including the individual's actions and cognitive processes that led to the action, was a decisive influence in both the methodology and research instrument developed. It is important to keep the data-gathering situation as natural and representative as possible in order to allow the parent to respond in a characteristic manner. By going to the home, the situation for the parent remains as representative as possible and free from many external mediating stimuli. In addition, the use of an open-ended interview permits the parent to respond in his own words and give his rationale for his action. This permits the evaluation of the cognitive aspects of the behaviors discussed. Judgments are made independent of the interviews, and therefore, an accurate verbatim reproduction of the parents' responses is necessary. To provide for such accuracy, the interviews are tape recorded and a typewritten transcript of each interview is made.

Parents' responses are measured along specific continua based on clear cut criteria. This requires that the interview be administered in a uniform manner and that the questions be answered by the parent in terms of their basic intent. (This will be elaborated further in discussing the training of interviewers). The criteria developed for rating the responses had to be inclusive enough to incorporate all possible statements on the part of the parents which were pertinent to the questions asked. The sense of freedom of an open-ended interview was sought while developing, at the same time, the clarity and precise measurement of a scale. The interview, as it evolved, does not allow for free flowing discussion, but it does give the parent the opportunity to explain as fully as he wishes, his actions and rationale in relation to certain common situations.

The development of the instrument proceeded along two interdependent and simultaneous paths; one, the development of the interview schedule and the other, the development of the criteria for judging responses. These criteria took the form of scaled categories for each component. The interview schedule was administered to parents, and from the data thus derived, methods of measurement were discussed and the criteria were gradually developed. This was a reciprocal process: The experience of the interviewer as well as the analysis of the interview recordings and transcripts led to successive revisions of the interview schedule and to changes in scoring procedures and in the scaling of the components. For the purposes of clarity, these processes will be treated separately.

1. Interview Schedule.

The purpose of the interview is to elicit parents' responses to situational questions which are more or less common to paren-child relationships. The original interview schedule reflected a survey of the literature and discussions with staff members and workers in the field as to what represented pertinent areas of interaction. Other scales and schedules were also examined (Sears, Fels, Pinneau) for indications of appropriate situations. From this procedure, 43 situations were isolated.

Five revisions of the interview schedule were made, based on 60 interviews. Revisions were made on the basis of reading the interview transcripts and listening to the tape recordings. There were three principal criteria for the inclusion of situational questions: a) The degree to which the question elicited responses pertinent to the concept of parent adaptability developed for this study; b) the frequency with which parents indicated the situation occurred; c) the range of responses the question pulled which differentiated among respondents.

The final form of the scale pertains to 24 common parent-child situations. Language was altered to facilitate communication with parents. The form of the schedule itself was changed to facilitate the interviewer's understanding of the intent of the questions, and to provide for a more standardized procedure for interviewing. The permissible probes were stated explicitly. The on-going work relative to the development of the criteria resulted in the schedule being changed so that questions elicited responses in terms of the three components of adaptability (motivation, empathy and flexibility) rather than the molar concept of adaptability. The order of the questions was changed to allow the interview to flow smoothly.

Procedure for training interviewers.

Interviewers were drawn from four sources: 1) Project staff members, 2) social workers graduated from accredited training institutions, 3) clinically trained psychologists, and 4) selected teachers with interview experience and training.

A uniform way of introducing the project and explaining the schedule was determined. Interviewers were instructed as to the administration of the schedule, and the four principal situations in which deviation form the schedule was allowed were delineated:

(1) When the question was not understood by the respondent, it could be reworded.

(2) The respondent's attention could be redirected to a question if it were avoided or not answered.

(3) The interviewer could reword a question or probe for clarification if he felt the response would not be understood.

(4) When the respondent stated that the situation in the question did not occur, the interviewer could probe to assure himself that the parent was not merely avoiding answering the question.

Interviewers were trained by listening to previous tape recorded interviews and by being observed in the interview situation by a member of the project staff. The final form of the schedule was pre-tested on 20 parents prior to the experimental period. (See Appendix E).

2. Development of Categories

The development and refinement of the criteria involved an on-going analysis of the data by staff members. There were long discussions pertaining to the theory of adaptability, the relevancy of individual responses, and the basis for placing these responses in a particular category. Different procedures of making judgments were also tried, such as making ratings from listening to the tape recordings, reading the entire transcript of the interview, and using isolated statements. It was finally determined that the clearest means of rating would be on the basis of the parent's complete statement for each component in relation to each situational question.

In February, 1958 outside judges rated responses from interviews based on the third revision of the interview schedule. The results of this series of judgments indicated that judges were better able to rate responses in terms of the components of empathy and flexibility than they were able to rate adaptability. Motivation had not yet been included as a component. As a result, it was decided to abandone the idea of obtaining a molar measure of adaptability and to concentrate on the refinement of the criterion for each of the components. By this procedure, six categories for the empathy and flexibility components and five categories for the motivation component were developed.

On the basis of data from the fourth interview schedule, staff members made independent ratings of the responses, discussed the ratings, and revised and clarified the categories, which represent scaled degrees or levels of flexibility, empathy and motivation. For example, there are six categories for flexibility ranging from the lowest level, which is defined as rigid and stereotyped attitudes and action, to the highest level, which is defined as a response related to the parent's perception of the situation and dependent upon a specific evaluation of that situation. For instance, to the flexibility question, "What is your reaction when your child has a temper tantrum?" a response at the one level would be, "These children can only be treated by being given love." On the other hand, a response such as the following would be rated at the six level: "That will depend, sometimes he is irritable for no apparent reason and may have a tantrum. On those occasions he seems to calm down better if left alone. On other occasions when he is really distressed, I will hold him in my arms, and gradually he will tell me what is troubling him." For definitions and examples of each category for all three components, see Appendix E.

Each situational question was rated by each judge independent of his ratings on all other questions. It was then possible to obtain the characteristic mode of behaving for each parent on each component. To avoid halo effects, the typewritten transcript was cut apart, leaving only the statement of a respondent for one question on one component. Judges were given a large number of responses to one question which they rated before proceeding to another question. Thus, a judge rated the empathy responses for Question 8 for many subjects before he moved on to the empathy responses for Question 9.

The following summarizes the procedure for measuring parent adaptability.

a) Tape recorded interviews are conducted with both mothers and fathers. The parents are interviewed simultaneously and independently.

b) The tape recordings are transcribed by typists who are careful to produce a verbatim account of all parent responses and interviewer probes.

c) Judges rate individual parents on each of the three components for each question, using the typewritten transcripts which are cut apart as previously described. The judges are not aware of whether the parent being rated is the parent of an experimental or control subject. Unless it is apparent from the transcript, the judges are not aware of the sex of the parent being rated.

d) A mean score for each parent on each of the three components is computed on the basis of the judges' agreed ratings. (Whenever judges do not agree on their independent ratings, agreements are reached by subsequent discussion). The mean scores are called the individual's component score. A total mean score, representing the sum of the three component mean scores, is then computed. The eventual use of these scores to interpret parent adaptability will depend on the correlations found between the components. Whether or not each of the components is interpreted independently or treated as a total adaptability score will not affect the measure of parental change over time.

In view of the fact that not all of the situational questions will be applicable to every parent, the individual's mean score for each component appears the most appropriate scoring procedure.

3. Pre-experimental Results

The final form of the interview schedule was administered to 20 parents. Two trained judges then made independent judgments on the basis of the procedure described above. Disagreements were discussed, and one rating agreed upon. There were, therefore, three ratings: an independent rating for each judge and an agreed rating. Gamma coefficients for the independent judgments were:

Motivation .84 Empathy .78 Flexibility .82

Table 15 reports the means and standard deviations of the three components of the parent adaptability scale based on agreed ratings.

TABLE 15

MEANS AND STANDARD DEVIATIONS OF AGREED RATINGS
ON THE THREE COMPONENTS OF THE
PARENT ADAPTABILITY SCALE

Component	Mean Score	S.D.
Motivation (5 categories)	3.00	0.75
Empathy (6 categories)	3.58	1.22
Flexibility (6 categories)	3.35	0.94

A manual will be developed delineating the possible responses and the permissible probes for each question on the schedule, thus facilitating its administration by increasing the interviewer's understanding of the schedule. The judging procedure is also being refined. Agreed responses on each category for each question are being compiled for the pre-experimental interviews. When this process is completed, there will be a checklist of common responses for each category for every question pertaining to each of the three components. Judges will then be able to categorize a response by comparing it with similar responses listed for a particular category. This will facilitate judgments as well as increasing the reliability of judgments.

PART FIVE

SUMMARY

I. Experimental Design

Comparison of the social competency development of severely mentally retarded children in four settings:

Community school	N = 100
Community non-school	N = 100
Institutional school	N = 50
Institutional non-school	N = 50

Subjects in all of the groups are between the chronological ages of 6 and 12, and have intelligence quotients ranging from approximately 25 through 55.

The social competency of these children will be determined at the initiation and completion of the two-year experimental period. The parents of both community samples will be interviewed during this same period in order to assess changes in parental adaptability.

II. Instruments

A. Social Competency Scale

The present form of the San Francisco Social Competency Scale (Form X-3) is divided into four sections: Self-Help, Initiative-Responsibility, Social Skills, and Communication. The latter sub-scale was added late in the development of the scale and, therefore, no data is available on the Communication section.

The rationale for the selection of the concept of social competency, the definitions of the sub-scales, and procedure for selecting items for the scale is given.

Item - sub-scale score and total score correlations with mental age and chronological age are reported. Odd-even internal consistency data, as well as the means and standard deviations for each mental age, males and females, and for three diagnostic classifications, are reported.

B. Parent Adaptability Scale

The construct of adaptability was selected as the criterion against which parents' responses were evaluated. Adaptability includes three interacting components: motivation, empathy, and flexibility. The rationale for the selection of this construct and the definition of the components are given. Each component is scaled separately along a continuum from low to high, with categories providing the criteria for rating each response.

An interview schedule dealing with behaviors similar to those contained in the social competency scale was developed. Interviews are tape recorded, being conducted with both the mother and father simultaneously and independently. A typewritten transcript of each interview is made, and judges rate independently the responses to each question for each component. The correlation of independent ratings for two judges for empathy, motivation and flexibility on the pre-experimental form of the schedule is reported. Judges arrive at agreed ratings through discussion. Mean component scores are obtained, the sum of which is the total adaptability score.

APPENDIX A

COMPARABLE ITEM NUMBERS FOR THE
THREE FORMS OF THE
SAN FRANCISCO SOCIAL COMPETENCY SCALE

APPENDIX A

COMPARABLE ITEM NUMBERS FOR THE THREE FORMS OF THE SAN FRANCISCO SOCIAL COMPETENCY SCALE

FORM X-1 S-H Item#	FORM X-2 S-H Item#	FORM X-3 S-H Item#
1	2	2
2	-	-
3	-	-
-	3	3
5	4	4
6	5	5
7	6	24(IR)
-	-	-
9	7	6
10	5	5
11	8	7
12	5	5
13	9	8
		25(IR)
14	-	-
15	10	9
16	11	10
17	12	11
18	1	1
19	13	12
20	14	13
21	5	5
22	15	14
23	-	-
--	16	15
--	25	21
--	26	22
--	27	23
Q	S-H	S-H
1	17	--
2	18	--
3	19	16
4	20	17
5	21	26(IR)
6	22	18
7	23	19
8	24	20

FORM X-1 R Item#	FORM X-2 I-R Item#	FORM X-3 I-R Item#
1	28	27
2	29	28
3	30	--
4	31	29
5	32	31
6	33	--
7	34	--
8	37	34
9	35	--
10	36	33
11	55	51(SS)
12	--	--
13	--	--
14	37	34
15	38	35
16	39	--
17	40	36
--		30
--		37
--		38
--		39
SS	SS	SS
1	41	41
2	42	--
3	43	42
4	44	43
5	45	44
6	--	--
7	46	32-45
8	47	46
-	--	--
10	48	--
11	--	--
12	49	47
13	--	--
14	50	48
15	51	49

FORM X-1 SS Item#	FORM X-2 SS Item#	FORM X-3 SS Item#
16	52	50
17	53	--
18	54	--
19	--	--
20	--	--
21	--	--
--	56	52
--	57	53
--	58	--
--	59	54
--	60	67(C)
--	--	40
	--	41
	--	42
	--	43
	--	44
	--	45
	--	46
	--	47
	--	48
	--	49
	--	50
	--	51
	--	52
		53
--		54
--	--	55-72*

*Communication Scale

SH = Self-Help
Q = Quality
R = Responsibility
IR = Initiative-Responsibility
SS = Social Skills
C = Communication

APPENDIX B

ITEM - SUB-SCALE SCORE AND ITEM - TOTAL SCORE
GAMMA COEFFICIENTS FOR EACH MENTAL AGE
FORM X-1

APPENDIX B

SELF-HELP AND QUALITY ITEM - SUB-SCALE SCORE AND ITEM - TOTAL SCORE GAMMA COEFFICIENTS FOR EACH MENTAL AGE

FORM X-1

SELF-HELP

	MA 3 N = 21		MA 4 N = 46		MA 5 N = 62		MA 6 N = 46		MA 7 N = 13	
Item	Sub Scale	Total Score	Sub Scale	Total Score	Sub Scale	Total Score	Sub Scale	Total Score	Sub Scale	Total Score
1	.99	.99	.67	.55	.49	.49	.27	.33	.06	.32
2	.81	.73	.56	.55	.48	.67	.57	.80	.64	.83
3	.41	.33	.73	.72	.58	.42	.84	.92	-.99	-.99
-										
5	.25	.13	.39	.36	.58	.54	.28	.30	.80	.38
6	.68	.59	.67	.65	.76	.60	.64	.61	.10	.99
7	.79	.70	.63	.69	.29	.25	.50	.51	.16	.30
-										
9	.71	.77	.70	.61	.68	.52	.36	.21	.23	.47
10	.67	.57	.79	.65	.67	.51	.46	.31	.87	.93
11	.49	.65	.66	.61	.65	.46	.70	.56	.93	.45
12	.66	.58	.89	.75	.69	.48	.76	.49	.10	.99
13	.77	.64	.69	.70	.53	.52	.58	.70	-.99	.99
14	.52	.65	.76	.74	.45	.56	.56	.66	.00	.33
15	.77	.64	.72	.61	.58	.51	.94	.57	.10	.94
16	.62	.60	.52	.53	.59	.55	.63	.69	.53	.74
17	.86	.86	.68	.62	.76	.63	.79	.70	.91	.83
18	.89	.87	.66	.59	.72	.58	.77	.73	.88	.94
19	.22	.12	.50	.44	.25	.40	.10	.23	.48	.33
20	.45	.33	.71	.57	.62	.58	.60	.56	.53	.64
21	.55	.61	.87	.82	.72	.61	.60	.50	-.99	.99
22	.54	.66	.66	.60	.65	.57	.20	.25	.91	.62
23	.50	.52	.74	.68	.84	.80	-.14	.41	-.99	.99
					QUALITY					
1	.60	.43	.52	.25	.59	.45	.69	.58	.47	.45
2	.70	.49	.67	.57	.71	.60	.76	.63	-.99	.99
3	.36	.55	.61	.43	.62	.37	.64	.23	.73	.54
4	.89	.83	.84	.78	.73	.58	.77	.69	.91	.82
5	.56	.54	.37	.31	.75	.55	.73	.66	.66	.32
6	.71	.60	.73	.57	.72	.61	.76	.46	.71	.49
7	.69	.69	.60	.61	.63	.59	.80	.70	.38	.48
8	.74	.72	.83	.67	.64	.54	.82	.67	.78	.82

APPENDIX B- Page 2

RESPONSIBILITY AND SOCIAL SKILLS

RESPONSIBILITY

Item	MA 3 N = 21 Sub Scale	 Total Score	MA 4 N = 46 Sub Scale	 Total Score	MA 5 N = 62 Sub Scale	 Total Score	MA 6 N = 46 Sub Scale	 Total Score	MA 7 N = 13 Sub Scale	 Total Score
1	.70	.64	.68	.63	.60	.53	.76	.72	.85	.50
2	.86	.62	.58	.54	.57	.54	.41	.46	.24	.16
3	.64	.56	.41	.31	.46	.40	.39	.43	.83	.85
4	.69	.62	.75	.64	.44	.37	.61	.53	.83	.51
5	.53	.34	.59	.56	.57	.48	.56	.53	.45	.19
6	.56	.61	.72	.65	.54	.49	.68	.66	.23	-.05
7	.48	.43	.78	.68	.57	.51	.64	.56	.75	.59
8	.74	.76	.69	.71	.53	.44	.63	.56	.48	.40
9	.68	.46	.61	.52	.51	.44	.45	.33	.31	.02
10	.43	.48	.58	.64	.48	.40	.38	.45	-.38	.54
11	.31	.28	.19	.22	.27	.31	.47	.49	.31	.45
12	.57	.57	.51	.44	.55	.62	.52	-.67	-.99	.99
13	.46	.47	.56	.54	.45	.48	.67	.00	-.45	.09
14	.75	.78	.59	.64	.60	.56	.68	.63	.77	.34
15	.63	.62	.79	.70	.71	.64	.59	.50	.83	.53
16	.39	.33	.46	.48	.70	.70	.85	.68	.57	.63
17	.51	.56	.53	.54	.60	.55	.63	.60	.39	.58

SOCIAL SKILLS

Item	MA 3 Sub Scale	MA 3 Total Score	MA 4 Sub Scale	MA 4 Total Score	MA 5 Sub Scale	MA 5 Total Score	MA 6 Sub Scale	MA 6 Total Score	MA 7 Sub Scale	MA 7 Total Score
1	.32	.47	.47	.36	.46	.38	.54	.32	.06	-.31
2	.47	.36	.70	.43	.46	.30	.54	.47	.16	-.14
3	.29	.45	.34	.48	.21	.30	.32	.38	.31	.23
4	.44	.12	.55	.31	.62	.39	.69	.23	.33	.06
5	.59	.64	.27	.21	.50	.38	.06	.25	.45	.54
6	.34	-.11	.41	.20	.40	.12	.40	.05	-.14	-.11
7	.75	.47	.42	.45	.32	.30	.27	.34	.33	.46
8	.65	.43	.70	.54	.59	.34	.46	.12	.11	-.07
-										
10	.34	.22	.48	.41	.38	.05	.98	.80	-.99	.99
11	.57	.51	.67	.48	.49	.34	.64	.49	.66	.27
12	.67	.43	.30	.31	.54	.47	.43	.40	.61	.87
13	.61	.58	.62	.52	.51	.23	.63	.53	-.31	-.33
14	.63	.73	.57	.52	.34	.39	.18	.10	-.07	-.17
15	.63	.51	.28	.28	.36	.24	.47	.27	.49	.62
16	.72	.67	.44	.22	.32	.22	.42	.34	.17	.29
17	.88	.59	.46	.31	.36	.27	.39	.29	-.06	-.42
18	.66	.42	.44	.34	.57	.35	.46	.42	.35	.28
19	.67	.35	.20	.11	.60	.53	.42	.49	.40	.34
20	.30	.15	.41	.42	.30	.43	.36	.28	-.09	-.07
21	.50	.44	.32	.38	.40	.30	.65	.36	.46	.41

APPENDIX C

ITEM - SUB-SCALE SCORE AND ITEM - TOTAL SCORE
GAMMA COEFFICIENTS BY MENTAL AGE SUB-GROUPS
FORM X-2

APPENDIX C

ITEM - SUB-SCALE SCORE AND ITEM - TOTAL SCORE GAMMA COEFFICIENTS BY MENTAL AGE SUB-GROUPS

FORM X-2

SELF-HELP

	MA 2		MA 3		MA 4		MA 5		MA 6	
			Group 1		Group 1		Group 1			
	N = 38		N = 50		N = 50		N = 43		N = 50	
Item	Sub Scale	Total Score	Sub Scale	Total Score	Sub Scale	Total Score	Sub Scale	Total Score	Sub Scale	Total Score
1	.76	.64	.83	.79	.73	.68	.73	.60	.85	.78
2	.86	.73	.98	.98	.63	.69	.53	.60	.62	.65
3	.51	.52	.85	.85	.84	.85	.63	.60	.69	.58
4	.83	.67	.61	.64	.53	.41	.50	.52	.71	.66
5	.61	.54	.79	.74	.62	.66	.74	.46	.75	.63
6	.54	.43	.59	.58	.49	.42	.85	.87	.42	.47
7	.72	.71	.80	.79	.70	.62	.66	.56	.67	.64
8	.87	.86	.93	.86	.58	.62	.87	.73	.41	.31
9	.44	.34	.63	.60	.32	.23	.66	.47	.75	.70
10	.72	.70	.81	.87	.64	.66	.75	.71	.70	.47
11	.51	.64	.71	.77	.63	.63	.61	.59	.69	.68
12	.83	.70	.97	.95	.78	.76	.72	.59	.79	.60
13	.85	.91	.85	.81	.79	.79	.77	.59	.35	.39
14	.77	.74	.87	.82	.78	.70	.73	.61	.62	.51
15	.67	.67	.68	.65	.71	.64	.80	.78	.72	.68
16	.65	.64	.68	.64	.67	.60	.68	.73	.48	.57
17	-.18	-.11	.80	.79	.63	.65	.68	.55	.46	.38
--										
19	.77	.73	.60	.58	.64	.57	.43	.44	.86	.78
20	.81	.76	.73	.71	.77	.75	.65	.71	.66	.79
21	.75	.75	.76	.74	.58	.50	.21	.30	.40	.42
22	.75	.62	.78	.78	.75	.63	.54	.50	.73	.72
23	.71	.73	.80	.77	.85	.82	.39	.49	.60	.39
24	.83	.82	.86	.80	.75	.78	.62	.68	.58	.53
25	.62	.57	.72	.78	.69	.61	.56	.51	.67	.55
26	.93	.95	.67	.62	.67	.61	.54	.42	.56	.45
--										
					INITIATIVE-RESPONSIBILITY					
28	.86	.80	.74	.71	.58	.48	.68	.62	.44	.36
29	.56	.52	.35	.31	.59	.49	.24	.23	.40	.41
30	.47	.33	.49	.58	.57	.62	.62	.66	.35	.41
31	.90	.84	.84	.75	.85	.72	.68	.49	.53	.47
32	.68	.54	.72	.77	.80	.65	.61	.60	.55	.54
33	.60	.59	.80	.68	.60	.49	.74	.55	.62	.57
34	.85	.80	.76	.52	.78	.61	.73	.48	.66	.56
35	.63	.67	.73	.48	.48	.43	.69	.61	.52	.47
36	.74	.68	.75	.84	.63	.48	.63	.39	-.24	-.22
37	.75	.60	.54	.52	.68	.57	.74	.62	.07	-.02
38	.86	.85	.72	.72	.64	.53	.85	.70	.73	.64
39	.92	.86	.82	.72	.81	.70	.76	.64	.74	.66
40	.48	.37	.86	.70	.74	.79	.68	.63	.74	.64

APPENDIX C - PAGE 2

SOCIAL SKILLS

	MA 2		MA 3		MA 4		MA 5		MA 6	
			Group 1		Group 1		Group 1			
	N = 38		N = 50		N = 50		N = 43		N = 50	
Item	Sub Scale	Total Score	Sub Scale	Total Score	Sub Scale	Total Score	Sub Scale	Total Score	Sub Scale	Total Score
41	.50	.49	.60	.41	.52	.33	.40	.41	.82	.76
42	.59	.32	.22	.08	.55	.43	.33	.47	.28	.45
43	.55	.71	.42	.45	.43	.27	.23	.14	.42	.20
44	.43	.33	.64	.43	.21	.01	.55	.46	.80	.68
45	.49	.59	.65	.68	.45	.49	.69	.68	.53	.65
46	.53	.55	.56	.61	.54	.35	.51	.46	.61	.52
47	.39	.29	.75	.56	.42	.25	.52	.47	.59	.37
48	.61	.58	.70	.71	.93	.83	.90	.90	.97	.82
49	.63	.51	.55	.52	.60	.45	.63	.49	.47	.40
50	.76	.65	.49	.52	.79	.75	.52	.42	.76	.75
51	.65	.60	.62	.73	.72	.67	.21	.29	.38	.53
52	.73	.42	.56	.63	.42	.53	-.18	-.18	.57	.40
53	-.01	-.22	.51	.34	.19	.15	.37	.31	.50	.31
54	.47	.32	.52	.34	.35	.24	.57	.45	.55	.54
55	.70	.70	.62	.64	.42	.45	.46	.40	.37	.28
56	.80	.75	.53	.56	.70	.56	.63	.55	.51	.50
57	.83	.77	.61	.51	.61	.48	.50	.50	.55	.52
--										
59	.66	.76	.65	.56	.65	.71	.43	.41	.60	.68
60	.46	.41	.42	.29	.25	.28	.28	.26	.38	.43

APPENDIX D

SAMPLES OF THE THREE FORMS OF THE SAN FRANCISCO SOCIAL COMPETENCY SCALE

SAN FRANCISCO SOCIAL COMPETENCY SCALE

Definition: For the purposes of this scale, social competency of the severely mentally retarded child is the composite of a series of learned skills which permit the child to be relatively self-sufficient and to meet the demands of certain social situations. The child's development of social competency will be reflected in his moving from relative dependency to relative independence, from other-directed to self-directed behavior, and from self-oriented to other-oriented behavior.

Description of the Scale: This scale consists of items purporting to measure significant areas of social competency of severely mentally retarded children between the ages of 8 and 15. We will be concerned mainly with the areas of self-help and social skills. The self-help items include responsibility and s qualitative aspects of the child's behavior, as well as his manipulative ability.

Cautions: The rater should be cautioned that several items will appear redundant. However, upon close examination he will observe differences in the frame of reference of the apparently redundant items. For example, there are three items dealing with the behavior of "washing hands and face." The item reading at the first level, "Is unable to wash his hands and face," reflects the child's manipulative ability. The item reading at the first level, "Although the child goes through the motions of washing his hands and face they must be re-done by someone else," reflects the child's effectiveness. The item reading at the first level, "Does not wash his hands and face without being told," reflects the child's level of initiative or responsibility.

We wish to emphasize that this is a trial form of the scale and has not been standardized. Therefore, any utilization of this scale by you should be viewed experimentally. Any comments, criticisms or suggestions about any item would be greatly appreciated by the authors.

Instructions:

Read each item carefully and circle the item alternative that appears most appropriate for the child being rated. If you feel that you have not had ample opportunity to observe the behavior characterized by a given item, please try to observe the behavior for a few days before making a judgment.

If you feel that the child has had no opportunity to learn certain skills, please circle the N. O. for that item which will be found to the right of the item title at center of page. Then rate him on that same item where you feel he would likely be at this time were he to have the opportunity to learn the skill. It is suggested that the N. O. alternative be used as little as possible.

Some of the items are written in terms of the home and/or parent. In those instances, please think in terms of comparable school situations that permit you to rate the child.

SAN FRANCISCO SOCIAL COMPETENCY SCALE
Form XI

DATA SHEET

NAME OF SCHOOL
OR INSTITUTION ______________________ ADDRESS ______________________
City State

NAME* ______________________ SEX ____ AGE ______________________
Years Months

DIAGNOSTIC CLASSIFICATION: Mongoloid ( ) Undifferentiated ( )
Organic (including brain-injured) ( )

INTELLIGENCE TEST: ______________________ ______________________
Name of test Date Administered

CA ______ MA ______ IQ ________

VINELAND S.M. SA ______ SQ ______ ______________ CA __________
Date Administered

OTHER TEST DATA: ______________________ ______________________
(Back of sheet Name of test Date Administered
may be used)
Score, quotient, etc. ______________________________

YEARS OF SCHOOL EXPERIENCE ________ YEARS OF INSTITUTIONALIZATION ________

PARENT'S OCCUPATION ______________________ NATIONAL ORIGIN __________

RATER* ______________________ DATE ______________

COMMENTS:

*Optional

SAN FRANCISCO SOCIAL MATURITY SCALE

Form XIB

SELF HELP

1. FOOD PREPARATION

( ) Cannot prepare simple food, e.g., toast.

( ) Can prepare simple foods such ar toast.

( ) Can prepare foods not requiring mixing or cooking; can make sandwiches, e.g., cheese spread, peanut butter.

( ) Can prepare foods requiring mixing but not cooking, e.g., cold puddings, cold drinks.

( ) Can both mix and cook simple food, e.g., jello, scrambled eggs, oatmeal.

N. O.

2. HANGING UP CLOTHES

( ) Can only place clothes on table or other flat surface.

( ) Can only hang clothes on hooks, nails, clothes-trees.

( ) Can arrange coat over back of chair, with shoulders draped.

( ) Can hang coats and shirts on hanger.

N. O.

3. PUTTING ON OUTSIDE CLOTHING

( ) Coat or jacket must be held; also needs help placing arms in holes.

( ) Can place one arm in hole without assistance, but needs help with other arm.

( ) Can put jacket or coat on without assistance, but needs help buttoning and zipping.

( ) Can put jacket or coat on, button or zip, without assistance.

N. O.

FOR EXPERIMENTAL USE ONLY

4. MAKING BED

( ) Unable to make bed or take it apart.

( ) Able to take bed apart, but unable to make bed.

( ) Able to lay sheets and blankets on bed, but unable to put pillow in case or tuck blankets and sheets.

( ) Can put pillow in case, but cannot tuck blankets and sheets.

( ) Can completely make a bed, including tucking.

N. O.

5. OPENING DOOR

( ) Cannot open door requiring turning knob, but can push door open.

( ) Can open door by lifting latch.

( ) Can open door when knob turning is required.

( ) Can open door with key.

( ) Can open or lock door with key.

N. O.

6. EATING

In eating liquid foods (e.g., soup) he:

( ) Must be fed by someone else.

( ) Constantly turns spoon and spills.

( ) Feeds himself with spoon, occasionally spilling.

( ) Feeds himself with spoon, rarely spilling.

N. O.

7. TOILETING

( ) Needs help with clothing, does not wipe self.

( ) Sometimes wipes self and sometimes does not need help with clothing.

( ) Usually wipes self and usually adjusts clothing by himself.

( ) Always wipes self and usually adjusts clothing.

( ) Always wipes self and always adjusts clothing.

N. O.

8. SCISSORS

( ) Is unable to open or close scissors.

( ) Opens and closes scissors but cannot cut.

( ) Can cut on a straight line.

( ) Can cut shapes or forms if design is marked.

( ) Can cut shapes and forms without guiding marks.

N. O.

9. SERVING FOOD

( ) Can carry solid foods only without spilling, e.g., bread on a plate.

( ) Can carry semi-solids (mashed potatoes) and totally enclosed liquids without spilling.

( ) Can carry any liquid (in uncovered pitcher or semi-flat vessel such as soup dish) without spilling.

( ) Can carry and pour liquids (milk, juice, coffee) without spilling.

N. O.

10. EATING

( ) Is able to hold utensils but unable to feed himself.

( ) Is able to hold utensils but only able to use spoon in feeding himself.

( ) Is able to hold utensils and able to use spoon and fork in feeding.

( ) Is able to use spoon and fork, cut with knife in eating.

( ) Is able to completely feed himself.

N. O.

11. USE OF KNIFE

( ) Unable to use knife for spreading or cutting.

( ) Able to spread butter or jam.

( ) Can cut soft food such as sausage, hamburger patties, french toast.

( ) Can cut up meat if trimmed and removed from bone.

( ) Can use knife to separate meat from bone, trim fat.

N. O.

12. EATING

( ) Is unable to hold utensils.

( ) Can hold utensils but cannot bring food to mouth without spilling.

( ) Brings solid food to mouth on spoon without spilling.

( ) Brings solid food to mouth with fork without spilling.

N. O.

13. KEEPING NOSE CLEAN

( ) Is unable to keep his nose clean.

( ) Keeps his nose clean by "picking" it.

( ) Keeps nose clean by blowing it, but usually needs wiping.

( ) Keeps nose clean by blowing, but sometimes needs wiping

( ) Able to keep nose clean, including wiping.

N. O.

14. WASHING HANDS AND FACE

( ) Is unable to wash hands and face.

( ) Washes hands and face using just water.

( ) Washes hands and face using both soap and water.

( ) Washes hands and face using soap and water, and dries hands.

N. O.

15. BRUSHING TEETH

( ) Is unable to brush teeth.

( ) Is able to hold brush but unable to put paste on brush.

( ) Is able to hold brush, apply paste, and get to mouth, but must be aided with actual brushing.

( ) Is able to brush teeth.

N. O.

16. CLEANING

( ) Can dust table or shelf top upon which there are no objects.

( ) Can sweep floors where there are no obstructions.

( ) Can sweep under desks, tables, chairs.

( ) Can sweep under desks, etc., and can also pick up dirt in dust pan.

( ) Can sweep under desks, etc., pick up dirt in dust pan, and can dust surface with objects on it.

N. O.

17. UNDRESSING

( ) He does not take off outer clothing.

( ) He helps while parent undresses him.

( ) Takes off easier clothes such as coats and shoes.

( ) Seldom needs help in undressing and then only with complicated clothes, e.g., back buttons, snow pants.

( ) Completely removes all clothes.

N. O.

18. UNDRESSING

( ) Is not able to undress himself.

( ) Takes off some clothing but cannot unbutton or unzip.

( ) Takes off most clothing and can unbutton and unzip.

( ) Undresses completely except for removing rain shoes and unhooking hooks-and-eyes.

( ) Completely undresses, including rain shoes and unhooking hooks-and-eyes.

N. O.

19. CARING FOR FINGERNAILS

( ) Is unable to cut or clean nails.

( ) Cleans nails with better hand but needs help with other hand.

( ) Cleans nails on both hands.

( ) Cleans nails on both hands and cuts nails with better hand, needs help with other.

( ) Cuts and cleans nails of both hands.

N. O.

20. DRESSING

( ) Puts on some clothing but cannot button or zip.

( ) Puts on most clothing and can button and zip.

( ) Dresses completely except for shoe tying and rain shoes.

( ) Completely dresses himself including shoe tying and rain shoes.

N. O.

21. EATING

In eating solid food he:

( ) Must be fed by someone else.

( ) Uses hands to lift food to mouth.

( ) Uses a spoon with some success.

( ) Successfully uses a spoon but usually spills with a fork.

( ) Uses a fork with very little spilling.

N. O.

22. PASSING FOOD

( ) Is unable to pass either solid or liquid food without spilling.

( ) Passes (small) bowls with solid food only.

( ) Passes plates with solid food only.

( ) Passes bowls with liquid or semi-liquid food.

( ) Passes all items, including platters and trays.

N. O.

23. DRINKING

( ) Unable to hold glass without spilling.

( ) Holds glass without spilling but unable to bring to mouth without spilling.

( ) Can bring glass to mouth but sometimes spills.

( ) Can bring glass to mouth and rarely spills

N. O.

24. FOLDING LAUNDRY

( ) Is unable to fold or put away laundry (towels, wash cloths, etc).

( ) Can fold laundry (towels, etc.), but cannot put away.

( ) Can fold laundry (towels, etc.) and can put away on open shelves.

( ) Can fold laundry (towels, etc.) and put away in drawers if drawer is manipulated for him.

( ) Can fold laundry (towels, etc.) and put away in proper drawer without any help.

N. O.

QUALITY

1. COMBING HAIR

( ) After child says he is finished combing hair, adult must re-do the job.

( ) After child says he is finished combing hair, adult needs to straighten hair up.

( ) After child says he is finished combing hair, he usually must be directed to re-do, and he does so.

( ) Generally, hair will not need re-doing after combing, but needs to be checked by someone else (adult).

( ) Can be depended upon to comb hair without having to be checked.

N. O.

2. EATING

Makes mess while eating to the degree that he:

( ) Must be cleaned up during and after each meal.

( ) Must be cleaned up only after the meal.

( ) Must be cleaned up only after semi-liquid and liquid foods have been served.

( ) Does not need cleaning up after eating.

N. O.

3. SHOES

( ) Wipes surface mud, dust or dirt off, but does not clean or polish.

( ) Wipes shoes clean, but does not brush or polish

( ) Brushes shoes, but does not polish.

( ) Cleans, brushes, and polishes shoes.

N. O.

4. CLEANING UP

( ) When cleaning up spilled liquids he smears liquid over larger area (i.e., makes bigger mess).

( ) Blots up some liquid, but job must be completed by someone else.

( ) Blots up liquid, but area requires finishing touches.

( ) Cleans up mess and does not require someone to finish job.

N. O.

5. TABLE SETTING

When he sets the table he:

( ) Simply places silver, plates, cups, etc. on table.

( ) Simply places items about table, but not necessarily where they belong.

( ) Places plates and glasses in proper places but usually jumbles silver.

( ) Places eating utensils in positions he has learned.

N. O.

6. WASHING HANDS AND FACE

( ) Although the child goes through motions of washing hands and face they must be re-done by someone else.

( ) After washing hands and face they must be partially re-done by someone else, e.g., wash face again.

( ) After washing hands and face child is sent back to re-do part of job.

( ) Usually washes hands and face so that they do not need re-doing, but child needs to be checked each time.

( ) Can be depended on to wash hands and face clean.

N. O.

7. DRESSING

( ) Usually someone else must partly re-do (e.g., button correctly, put shoes on proper feet).

( ) The job must be checked by someone else and frequently redone by child.

( ) The job must be checked by someone else, and occasionally requires re-doing by the child.

( ) Usually he can be depended upon to do a complete job.

N. O.

8. DOING CHORES

When child indicates he is through with a chore:

( ) It must be completely re-done by someone else.

( ) It must be partly re-done by someone else.

( ) It must be re-done and child must be told to do so.

( ) Chore is usually done adequately, but someone else needs to check on how well it is done.

( ) There is no need to check; child can be depended upon to carry out a task.

N. O.

RESPONSIBILITY

1. PUTTING TOYS AWAY

( ) He never puts them away.
( ) He puts them away only when directed to do so.
( ) He usually puts them away if reminded, and occasionally puts them away without being told.

( ) He usually remembers to put them away without being told.

( ) He always puts them away without being told.

N. O.

2. EATING

( ) When he comes to the table he just sits; must be waited on and volunteers no help to others.

( ) Passes food only when asked; does not ask for, but accepts food when passed to him.

( ) Asks for food to be passed to him.
( ) Asks for food and usually passes food without being told to do so.
( ) Cares for self at table as well as anticipating needs of others.

N. O.

FOR EXPERIMENTAL USE ONLY
Form XIB

3. COMBING HAIR

( ) Does not comb hair unless directed to do so.

( ) Sometimes combs hair without being told to do so.

( ) Usually combs hair without being told to do so.

( ) Always combs hair without being told to do so.

N. O.

4. COMPLEX CHORES

( ) Does not initiate complex household (or school) chores (e.g., setting table, washing dishes, ironing, food preparation), but does when told and requires nearly constant supervision.

( ) Does not initiate complex chores, does when told, requires some supervision.

( ) Asks to do complex chores, but requires some supervision.

( ) Asks to do complex chores and requires little or no supervision.

( ) Initiates complex chores without asking, and requires no supervision.

N. O.

5. WASHING HANDS AND FACE

( ) Does not wash hands and face without being told.

( ) Sometimes washes hands and face without being told.

( ) Usually washes hands and face without being told.

( ) Always washes hands and face without being told.

N. O.

6. PERFORMING TASKS

( ) He usually has to be asked two or three times before he will do a simple task.

( ) He usually does task first time he is asked, but dawdles and has to be reminded.

( ) He does task first time he is asked, but seems to take awhile to get started, after which he completes it directly.

( ) Does task first time he is asked and is prompt in completing the job.

N. O.

7. SIMPLE CHORES

( ) Does not initiate simple household or school chores (e.g., dusting, sweeping, moving furniture) unless told to do so, and must be continually supervised.

( ) Does not initiate simple chores unless told to do so, and needs some supervision.

( ) Asks to do simple chores, but requires some supervision.

( ) Asks to do simple chores and requires little or no supervision.

( ) Initiates simple chores voluntarily and needs no supervision.

N. O.

8. HANGING UP CLOTHES

( ) Will hang up clothes if asked, but must be urged to complete.

( ) Must be asked to hang up clothes, but will go ahead and do it without constant reminding.

( ) Occasionally hangs up clothes without being told.

( ) Frequently hangs up clothes without being told.

N. O.

9. OCCUPYING SELF

( ) Must usually be given means of occupying himself or he will do nothing, just sit.

( ) Will sometimes ask for means of occupying himself, but on other occasions must be given means of occupying himself.

( ) Will frequently ask for means of occupying himself, but on other occasions he must be given means of occupying himself.

( ) Will sometimes initiate self-activity, and will ask for activities remainder of the time.

( ) Will usually initiate self-activity and will ask remainder of time.

N. O.

10. BRUSHING TEETH

( ) Brushes teeth only when directed to do so.

( ) Sometimes brushes teeth without having to be told.

( ) Usually brushes teeth without having to be told.

( ) Always brushes teeth without having to be told.

N. O.

11. TRAVELING BY FOOT

( ) Does not go out of the house or yard alone.
( ) Goes out alone in the immediate area of the house.
( ) Goes freely on his own block but does not cross any streets.
( ) Goes freely on own block and can cross one neighboring street alone.
( ) Is able to go several blocks alone.
N. O.

12. GETTING DRINK

( ) Cries when he is thirsty.
( ) Asks (or grunts or gestures) when he is thirsty.
( ) Sometimes obtains own water when thirsty.
( ) Usually obtains own water when thirsty.
( ) Always obtains own water when thirsty.
N. O.

13. TOILETING

( ) Always needs to be accompanied to toilet.
( ) Usually needs to be accompanied to toilet.
( ) Sometimes needs to be accompanied to toilet.
( ) Infrequently needs to be accompanied to toilet.
( ) Never needs to be accompanied to toilet.
N. O.

14. CARE OF CLOTHING

( ) He seldom hangs up any clothing.
( ) He occasionally hangs up a few clothes.
( ) He frequently hangs up a few clothes.
( ) He usually hangs up most clothes.
N. O.

15. CLEANING UP SPILLED LIQUIDS

( ) Does not clean up after having spilled liquids (e.g., soup, water, paint) even after being directed to do so.

( ) Will leave mess unless told to clean it up.

( ) Asks adult or other child to help clean up mess.

( ) Cleans up own mess without having to be told.

( ) When others spill he volunteers to help clean up the mess.

N. O.

16. HOUSEHOLD: GENERAL

( ) Does not help around house unless asked to do so, and must be continually supervised.

( ) Does not help around house unless asked to do so and needs some supervision.

( ) Asks to help around house and requires some supervision.

( ) Asks to help around house and requires little or no supervision.

( ) Helps around house voluntarily and requires no supervision.

N. O.

17. DRESSING

( ) Does not initiate dressing unless told to do so and must be continually supervised.

( ) Does not initiate dressing unless told to do so, but requires little or no supervision.

( ) Sometimes initiates dressing and requires no supervision.

( ) Frequently initiates dressing and requires no supervision.

( ) Always initiates dressing and requires no supervision.

N. O.

SOCIAL SKILLS

1. **SHARING**

When other children wish to share his favorite toy he:

( ) Watches passively or cries.

( ) Protests.

( ) Shares willingly if both play together with the toy, but is otherwise unwilling.

( ) Shares willingly, sometimes giving permission for others to play separately with the toy.

N. O.

2. **PUBLIC TRANSPORTATION**

( ) Is unruly on bus (pesters, talks loudly, cannot remain seated) even when supervised by adult.

( ) Must be reminded constantly by supervising adult to remain in seat, etc.

( ) Is usually quiet, but occasionally becomes restless and wanders about bus even when supervised.

( ) Can care for self on bus by remaining seated and being quiet when supervised.

( ) Can care for self on bus by remaining seated and being quiet without supervision.

N. O.

3. **TRAFFIC SIGNS**

( ) Does not understand any traffic signals or signs.

( ) Understands a few traffic signs which do not require reading.

( ) Understands most traffic signs which do not require reading.

( ) Understands a few traffic signs which require reading.

( ) Understands many traffic signs which require reading.

N. O.

4. BORROWING

( ) Forcefully takes objects from others.

( ) Takes objects belonging to others (not in use) without permission.

( ) Takes objects belonging to others, but only with permission.

( ) Asks to share other's objects with them, but does not share his own objects with others.

( ) Asks to share other's objects and will share his own objects either voluntarily or when asked.

N. O.

5. ANSWERING DOOR

( ) When door bell rings or there is a knock at door child does not respond.

( ) Answers door bell or knock, but unable to take message; cannot call appropriate person.

( ) Answers door and can call appropriate person, but cannot take messages.

( ) Answers door, calls appropriate persons, or relays simple message such as Mr. A was here or the paper boy will come back tomorrow.

( ) Can answer door, call appropriate persons, take and relay more detailed messages.

N. O.

6. TAKING TURNS

( ) Frequently interrupts or pushes others to get ahead of them in activity requiring taking turns.

( ) Will attempt to take turn ahead of time but does not push or quarrel in order to do so.

( ) Will wait for turn, but teases or pushes those ahead of him.

( ) Will wait for turn or waits to be called on.

N. O.

7. GROUP BEHAVIOR

( ) Does not play with others but occupies self.
( ) Plays with children, but follows other children's behavior.
( ) Spontaneously participates.
( ) Plays with other children, sometimes providing leadership.
( ) Initiates activity and usually provides group direction.
N. O.

FOR EXPERIMENTAL USE ONLY
Form XIB

RESPECTING PROPERTY RIGHTS

( ) He does not respect property rights even though he is told what belongs to him or to another.

( ) Does not respect property rights and uses other's property if he wants to, even though he knows the difference without being told.

( ) Respects property rights by asking permission to use other's property, but refuses to let others use his.

( ) Asks permission to use other's property and will permit others to use his property if asked.

( ) Volunteers to share his property with others without being asked.

N. O.

BALL

( ) Holds ball but cannot throw or catch.

( ) Bounces ball but cannot throw or catch.

( ) Throws ball without direction but cannot catch.

( ) Throws ball with direction (to others).

( ) Throws to others and catches ball.

N. O.

OCCUPYING SELF S

( ) Cannot be left unattended for fear he may hurt himself even though sharp and breakable objects are removed.

( ) Can be left to play by self unattended if sharp or breakable objects are placed out of reach.

( ) Can be left to play unattended, but sharp objects must be placed out of reach.

( ) Can be left alone without special room arrangements.

N. O.

GENERAL PROPERTY CARE

( ) Usually damages or breaks his own and/or others' property.
( ) Frequently damages or breaks his own and/or others' property.
( ) Occasionally damages or breaks his own and/or others' property.
( ) Seldom or never damages or breaks his own and/or others' property.

N. O.

12. SEEKING COMPANIONSHIP OF OTHERS

( ) Usually plays by himself and usually refuses to join group when asked to do so.

( ) Will only join group when adult or someone else persuades him to do so.

( ) Will join group only when asked to do so.

( ) Will occasionally join a group voluntarily.

( ) Will usually join group voluntarily.

N. O.

13. RESTLESSNESS-ATTENTIVENESS

When in a social situation:

( ) Child talks constantly, makes noises, or moves about restlessly.

( ) Although he is quiet (i.e., not talking) he is restless and fidgety.
( ) Can pay attention for short period but then becomes restless and fidgety.
( ) He sits quietly, talks about subject at hand.
N. O.

14. HELPING OTHERS

( ) He never helps other children do things they cannot do by themselves even when asked.

( ) He stops his own play only if asked to help another child do things the other cannot do.

( ) He helps another child do things the other child cannot do for himself only in play they are doing together.

( ) He sometimes stops his own play without being asked to help another child do things the other child cannot do for himself.

N. O.

15. INDEPENDENCE

( ) Adult must be with or near child at all times.

( ) Child can be left alone in his own room, with adult in the house.

( ) Child can be alone in the house, but adult must be close by (i.e., in the yard).

( ) Child can be left alone in fenced-in yard with no supervision for short periods of time (30-60 minutes) while mother visits or shops.

( ) Child can be left alone in house while adult visits neighbor or goes to the store (short period 30-60 minutes).
N. O.

16. TELEPHONE

( ) Unable to answer phone or make calls.

( ) Answers phone, but unable to take message and/or call appropriate person. Cannot make calls.

( ) Answers phone, calls appropriate person. Cannot make calls.

( ) Answers phone, calls appropriate person or takes messages.

( ) Can use telephone to make calls as well as answering and taking messages.

N. O.

17. CONVERSATIONAL PARTICIPATION

( ) Usually talks or butts in when others are talking or busy.

( ) Frequently talks or butts in when others are talking or busy.

( ) Seldom talks or butts in when others are talking or busy.

( ) If he interrupts he will say "pardon me," "excuse me," before continuing what he has to say.

( ) Does not interrupt others except at appropriate breaks in conversation.

N. O.

18. REACTION TO FRUSTRATION

When child does not get what he wants or is not permitted to do what he wants:

( ) He strikes at others, has temper tantrums, cries.

( ) Voices complaints (or whines) repetitiously to frustrating object.

( ) Voices complaints and walks away (i.e., accepts limitations, but does nothing about it).

( ) Voices complaints and if further denied will seek some other substitute activity.

N. O.

19. HANDLING MONEY

( ) Never receives money because he is incapable of using it.

( ) Gets small sums of money to spend as he wishes only when given to him in the immediate situations to buy such things as candy, popcorn.

( ) Gets a regular allowance to spend as he wishes without having earned it.

( ) Gets money to spend as he wishes by doing odd jobs for family members.

( ) Gets money to spend as he wishes by doing odd jobs for neighbors.

N. O.

20. RESTING

( ) Does not rest. Walks around and bothers other children.

( ) Does not rest. Sits in place but talks to others.

( ) Does not lie down but is otherwise quiet.

( ) Lies down but is restless.

( ) Lies quietly, sometimes falling asleep.

N. O.

21. TRAVELING BY FOOT

Can travel by foot:

( ) To designated place if accompanied.

( ) Alone if not further than "down the hall" or about the house.

( ) Alone around school yard or around immediate environs of home.

( ) Alone across street or to corner store.

( ) Alone anywhere within walking distance.

N. O.

SAN FRANCISCO SOCIAL COMPETENCY SCALE

EXPERIMENTAL FORM XII

Description of the Scale:

This scale consists of items purporting to measure significant areas of social competency of severely mentally retarded children between the ages of 6 and 14. These items are arranged in 3 sections: Self-help, Initiative-Responsibility, and Social Skills.

Instructions:

1. Read each item carefully and circle the number next to the item alternative that is most characteristic of the child's behavior.
2. We have included behaviors that cut across varying school programs. Therefore, it may not be possible for you to rate the child on each item. Check the "No opportunity to observe" level ONLY in those instances where you are unable to observe the child because the activity is not included in the curriculum.
3. Where the "No opportunity" level is used, please rate the child at the level you think he would be if the opportunity for you to observe were present.

We wish to emphasize that this is a trial form of the scale and has not been standardized. Therefore, any utilization of this scale by you should be viewed experimentally. Any comments, criticisms or suggestions about any item would be greatly appreciated by the authors.

SAN FRANCISCO SOCIAL COMPETENCY SCALE
FORM XII

DATA SHEET

NAME OF SCHOOL
OR INSTITUTION ____________________ ADDRESS ____________________
City State

NAME* ____________________ SEX _____ PRESENT AGE ____________________
Years Months

DIAGNOSTIC CLASSIFICATION: Mongoloid ( ) Undifferentiated ( )
Organic (including brain-injured) ( )

INTELLIGENCE TEST: ____________________ ____________________
Name of Test Date Administered

CA ______ MA ______ IQ ______

VINELAND S. M.: CA ______ SA ______ SQ ______ ____________________
Date Administered

OTHER TEST DATA: CA ______ ____________________ ____________________
(Back of sheet Name of test Date Administered
may be used)
Score, quotient, etc. ____________________

YEARS OF SCHOOL EXPERIENCE ______ YEARS OF INSTITUTIONALIZATION ______

PARENT'S OCCUPATION ____________________

RATER* ____________________ DATE ____________________

COMMENTS:

*Optional

SAN FRANCISCO SOCIAL COMPETENCY SCALE
Form XII
FOR EXPERIMENTAL USE ONLY

SELF HELP

1. UNDRESSING

( ) No opportunity to observe.

1. Cannot undress himself.

2. Takes off most clothing but cannot unbutton or unzip.

3. Takes off most clothing and can unbutton and unzip.

4. Completely undresses self.

2. FOOD PREPARATION

( ) No opportunity to observe.

1. Cannot prepare simple food.

2. Can prepare foods not requiring mixing or cooking; e.g., can make sandwiches such as cheese spread, peanut butter.

3. Can prepare foods requiring mixing but not cooking; e.g., cold puddings, cold drinks.

4. Can both mix and cook simple food, e.g., jello, oatmeal.

3. MAKING BED

( ) No opportunity to observe.

1. Cannot make bed or take it apart.

2. Can take bed apart, but cannot make bed.

3. Can spread sheets and blankets on bed, but cannot tuck or put pillow in case.

4. Can completely make a bed, including tucking and putting pillow in case.

4. OPENING DOOR

( ) No opportunity to observe.

1. Cannot open door requiring turning knob, but can push door open.
2. Can open door when knob turning is required.
3. Can open or lock door with key.

5. EATING

( ) No opportunity to observe.

1. Cannot feed self.
2. Can hold utensils, but is able only to use spoon in feeding himself.
3. Successfully uses a spoon but sometimes spills with a fork.
4. Feeds himself with a spoon and fork without spilling.
5. Can use spoon and fork and cut with knife in eating.

6. TOILETING

( ) No opportunity to observe.

1. Does not wipe self and needs nelp with clothing.
2. Sometimes wipes self and sometimes adjusts clothing by himself.
3. Usually wipes self and usually adjusts clothing by himself.
4. Always wipes self and always adjusts clothing by himself.

7. SERVING FOOD

( ) No opportunity to observe.

1. Can carry solid foods only without spilling.
2. Can carry semi-solid foods without spilling.
3. Can carry a pitcher or glass of liquid without spilling.
4. Can carry and pour liquids without spilling; e.g., milk, juice, coffee

8. USE OF KNIFE

( ) No opportunity to observe.

1. Can hold knife but cannot use for spreading or cutting.
2. Can spread butter or jam.
3. Can cut soft food such as sausage, hamburger patties, french toast.
4. Can cut up meat if trimmed and removed from bone.

9. KEEPING NOSE CLEAN

( ) No opportunity to observe.

1. Cannot keep nose clean.
2. Keeps nose clean by blowing it but usually needs wiping.
3. Keeps nose clean by blowing it, but sometimes needs wiping.
4. Keeps nose clean, including wiping.

10. BRUSHING TEETH

( ) No opportunity to observe.

1. Can hold brush but cannot brush teeth.
2. Can hold brush; makes brushing motions but does not brush properly. Cannot apply paste.
3. Can hold brush, apply paste and get to mouth, but must be aided with actual brushing.
4. Can brush teeth unaided.

11. CLEANING

( ) No opportunity to observe.

1. Can dust table or shelf top upon which there are no objects.
2. Can sweep floors where there are no obstructions.
3. Can sweep under desks, etc., and can also pick up dirt in dust pan.
4. Can sweep under desks, etc., pick up dirt in dust pan, and can dust surface with objects on it.

12. UNDRESSING

( ) No opportunity to observe.

1. Cannot take off outer clothing.
2. Takes off easier clothing such as coats and shoes.
3. Seldom needs help in undressing and then only with complicated clothes; e.g., back buttons, belt, etc.
4. Completely removes all clothing.

13. CARE OF FINGERNAILS

( ) No opportunity to observe.

1. Cannot clean or file nails.
2. Cleans nails with better hand but needs help with other hand.
3. Cleans nails on both hands.
4. Cleans and files nails on both hands.

14. DRESSING

( ) No opportunity to observe.

1. Can put on some clothing but cannot button or zip.
2. Can put on most clothing and can button and zip.
3. Dresses completely except for shoe tying and rain shoes.
4. Completely dresses himself, including shoe tying and rain shoes.

15. PASSING FOOD

( ) No opportunity to observe.

1. Can pass bowls with solid food only.
2. Can pass plates with solid food only.
3. Can pass bowls with liquid or semi-liquid food.
4. Can pass all items, including platters and trays with food on them.

16. FOLDING ARTICLES

( ) No opportunity to observe.

1. Cannot fold or put away towels, wash cloths, bedding.

2. Can fold towels, etc., and put away on open shelves with help.

3. Can fold towels, etc., and put away in proper drawer or cabinet without any help.

17. COMBING HAIR

( ) No opportunity to observe due to crew cut, pony tail, braids.

1. After child says he is finished combing hair, adult must re-do the job.
2. After child says he is finished combing hair, adult needs to straighten the hair.

3. Generally, hair will not need re-doing after combing, but needs to be checked by adult.
4. Can comb hair adequately without having to be checked.

18. EATING

Makes mess while eating to the degree that he:

( ) No opportunity to observe.

1. Must be cleaned up only after the meal.
2. Must be cleaned up only after semi-liquid and liquid foods have been served.
3. Does not need cleaning up after eating.

19. CARE OF SHOES

( ) No opportunity to observe.

1. Cannot clean shoes to any degree.

2. Can wipe shoes but cannot brush or polish.
3. Can brush shoes, but cannot polish.
4. Can clean, brush and polish shoes.

20. CLEANING UP

( ) No opportunity to observe.

1. When cleaning up spilled liquids he smears liquid over larger area, making a bigger mess.
2. Blots up some liquid, but job must be completed by someone else.
3. Blots up liquid, but area requires finishing touches by someone else.
4. Cleans up mess and does not require someone to finish job.

21. TABLE SETTING

( ) No opportunity to observe.

1. Simply places silver, plates, cups, etc. on table.
2. Simply places items around table, not necessarily where they belong.
3. Places plates and glasses and utensils in positions he has learned.
4. Places all eating utensils, napkins, salt, pepper, sugar, etc., in positions he has learned.

22. WASHING HANDS AND FACE

( ) No opportunity to observe.

1. Although child goes through the motions of washing hands and face they must be re-done by someone else.
2. After washing hands and face they must be partially re-done by someone else, e.g., face washed again.
3. Usually washes hands and face so that they do not need re-doing, but child needs to be checked each time.
4. Can wash hands and face clean without having to be checked.

23. DRESSING

( ) No opportunity to observe.

1. Usually someone else must partly re-do and complete the job; e.g., button correctly, put shoes on proper feet.
2. Adult must check job and frequently adjust clothing.
3. Job must be checked by someone else and necessary adjustments made by the child.
4. Dresses self adequately without having to be checked.

24. DOING CHORES

When child indicates he is through with a chore:

( ) No opportunity to observe.

1. It must be completely re-done by someone else.

2. It must be partly re-done by someone else.

3. Chore is usually done adequately, but someone else needs to check on how well it is done.

4. There is no need to check; child can adequately carry out a task.

25. CLEARING TABLE

( ) No opportunity to observe.

1. Cannot clear table of unbreakable dishes.

2. Can clear table of unbreakable dishes, silverware and other unbreakable objects.

3. Can clear table of breakable dishes, glassware and silverware.

4. Can clear table and scrape plates, stack dishes for washing.

26. PUTTING ON SHOES

( ) No opportunity to observe.

1. Can put on shoes but cannot lace or tie.

2. Can put on shoes and pull laces tight.

3. Can put on shoes and make first part of the knot.

4. Can put on shoes and tie bow.

5. Can put laces in shoe, put on shoe and tie bow.

7. WASHING AND DRYING DISHES

( ) No opportunity to observe.

1. Can stack dishes in preparation for washing.

2. Can run water in sink and make water soapy.

3. Can wash plastic dishes and silverware.

4. Can wash breakable dishes, silverware, and stack dishes for drying.

5. Can wash, dry and put away dishes and silverware.

INITIATIVE - RESPONSIBILITY

28. PUTTING TOYS AWAY

( ) No opportunity to observe.

1. Puts toys away only when directed to do so.
2. Usually puts toys away if reminded and occasionally puts them away without being told.
3. Usually remembers to put toys away without being told.
4. Always puts toys away without being told.

29. EATING

( ) No opportunity to observe because he does not eat at a table with others.

1. When he comes to the table he just sits and must be waited on.
2. Passes food only when asked; does not ask for, but accepts food when passed to him.
3. Asks for food to be passed to him.
4. Asks for food and usually passes food without being told.
5. Cares for self at table as well as anticipating needs of others.

30. COMBING HAIR

( ) No opportunity to observe because of crew cut, pony tail, braids, etc.

1. Does not comb or brush hair without being told.
2. Sometimes combs or brushes hair without being told.
3. Usually combs or brushes hair without being told.
4. Always combs or brushes hair without being told.

31. COMPLEX CHORES

( ) No opportunity to observe.

1. Does not ask to do complex household or school chores (e.g., setting table, washing dishes, putting away materials, cleaning room).
2. Sometimes asks to do complex chores.
3. Sometimes initiates complex chores without asking.
4. Usually initiates complex chores without asking.

32. WASHING HANDS AND FACE

( ) No opportunity to observe.

1. Does not wash hands and face without being told.
2. Sometimes washes hands and face without being told.
3. Usually washes hands and face without being told.
4. Always washes hands and face without being told.

33. PERFORMING TASKS

( ) No opportunity to observe.

1. He usually has to be asked 2 or 3 times before he will do a simple task.
2. He does task the first time he is asked, but seems to take awhile to get started.
3. Does task the first time he is asked and gets started promptly.
4. He initiates simple tasks when appropriate.

34. SIMPLE CHORES

( ) No opportunity to observe.

1. Does not ask to do simple household or school chores (e.g., dusting, sweeping, moving furniture or desks).
2. Sometimes asks to do simple chores.
3. Sometimes initiates simple chores without asking.
4. Usually initiates simple chores without asking.

35. OCCUPYING SELF

( ) No opportunity to observe.

1. Must usually be given means of occupying himself or he will do nothing, just sit.
2. Will frequently ask for means of occupying himself.
3. Will sometimes initiate self-activity, and will ask for activities remainder of the time.
4. Will usually initiate self-activity and will ask remainder of the time.

36. BRUSHING TEETH

( ) No opportunity to observe.

1. Brushes teeth only when directed to do so.
2. Sometimes brushes teeth without having to be told.
3. Usually brushes teeth without having to be told.
4. Always brushes teeth without having to be told.

37. CARE OF CLOTHING

( ) No opportunity to observe.

1. Occasionally hangs up clothes when told to do so.
2. Usually hangs up clothes when told to do so.
3. Sometimes hangs up clothes without being told and generally does when asked.
4. Generally hangs up clothes without being told.

38. CLEANING UP SPILLED LIQUIDS

( ) No opportunity to observe.

1. Does not clean up after having spilled liquids unless told to so; e.g., soup, water, paint.
2. Sometimes cleans up spilled liquids without having to be told.
3. Frequently cleans up own mess without having to be told.
4. Nearly always cleans up spilled liquids without having to be told.

39. HELPING

( ) No opportunity to observe.

1. Does not help around house or school unless asked to do so, and must be continually supervised.
2. Does not help around house or school unless asked to do so and needs some supervision.
3. Asks to help around house or school and requires some supervision.
4. Asks to help around house or school and requires little or no supervision.

40. DRESSING

( ) No opportunity to observe.

1. Does not initiate dressing.

2. Sometimes initiates dressing.

3. Frequently initiates dressing.

4. Always initiates dressing.

SOCIAL SKILLS

41. SHARING

When other children wish to share his favorite toy he:

( ) No opportunity to observe.

1. Watches passively or cries.

2. Protests.

3. Shares willingly, if both play together with the toy, but is otherwise unwilling to share.

4. Shares willingly, sometimes giving permission for others to play separately with the toy.

42. RIDING ON BUS

( ) No opportunity to observe.

1. Is nearly always restless and fidgety on bus, even when supervised.

2. Occasionally becomes restless and fidgety on bus, even when supervised.

3. Remains seated and is quiet when supervised.

4. Remains seated and is quiet without supervision.

43. TRAFFIC SIGNS

( ) No opportunity to observe.

1. Does not understand any traffic signals or signs.
2. Understands a few traffic signs which do not require reading.
3. Understands most traffic signs which do not require reading.
4. Understands a few traffic signs which require reading.
5. Understands many traffic signs which require reading.

44. BORROWING-VOLUNTEERING

( ) No opportunity to observe.

1. Frequently takes objects when in use by others; does not permit use of his objects by others.

2. Takes others' objects when not in use; does not permit use of his objects by others.

3. Asks permission to use objects, does not permit use of his objects by others.

4. Asks permission to use objects and, when asked, will permit others to use his objects.

5. Freely volunteers use of his objects to others.

45. ANSWERING DOOR

( ) No opportunity to observe.

1. When door bell rings or there is a knock, child does not answer door.

2. Answers door bell or knock, but unable to take message; cannot call appropriate person.

3. Answers door and calls appropriate person, but cannot take messages.

4. Answers door, calls appropriate person and, when required, can relay simple message such as, "Mr. A. was here."

46. GROUP BEHAVIOR

( ) No opportunity to observe.

1. Does not play with others even when asked, but occupies self.

2. Joins in play with other children if asked.

3. Joins play with other children without being asked.

4. Sometimes initiates group play.

5. Frequently initiates group play.

47. RESPECTING PROPERTY RIGHTS

( ) No opportunity to observe.

1. Does not respect property rights, even though he is told what belongs to him or to others.

2. Respects property rights by asking permission to use others' property, but does not return property to owner when he is through.

3. Asks permission to use other's property and will occasionally return property to owner.

4. Asks permission to use other's property and nearly always will return property to owner.

48. LEAVING UNATTENDED

( ) No opportunity to observe.

1. Cannot be left unattended even though sharp and breakable objects are removed.
2. Can be left to play unattended if sharp and breakable objects are placed out of reach.
3. Can be left to play unattended, but sharp objects must be placed out of reach.
4. Can be left alone without special room arrangements.

49. PLAYING WITH OTHERS

( ) No opportunity to observe.

1. Usually plays by self, but occasionally will play with one or two others if they are close by.
2. Seldom plays by self when others are close by, but limits play to one or two others.
3. Occasionally joins a larger group (3 or more children).
4. Usually joins a larger group (3 or more children).

50. HELPING OTHERS

( ) No opportunity to observe.

1. Never helps other children do things they cannot do by themselves, even when asked.
2. Stops his own play only if asked to help another child do things the other cannot do.
3. Helps another child do things the other child cannot do for himself only in play they are doing together.
4. Sometimes stops his own play without being asked to help another child do things the other child cannot do for himself.

51. CARE OF SELF

( ) No opportunity to observe.

1. Adult must be with or near child at all times.
2. Child can be left alone in his own room with adult in the house.
3. Child can be left alone in the house, but adult must be close by (i.e., in the yard).
4. Child can be left alone in house while adult visits neighbor or goes to the store (short period 20-30 minutes).

52. TELEPHONE

( ) No opportunity to observe.

1. Cannot answer phone or make calls.
2. Answers telephone, but unable to take message and/or call appropriate person. Cannot make calls.
3. Answers telephone, calls appropriate person. Cannot make calls.
4. Answers telephone, calls appropriate person and takes messages.

53. INTERRUPTING OTHERS

( ) No opportunity to observe.

1. Usually interrupts when others are talking.
2. Frequently interrupts when others are talking.
3. Seldom interrupts when others are talking.
4. Does not interrupt others except at appropriate breaks in conversation.

54. REACTION TO FRUSTRATION

When child does not get what he wants or is not permitted to do what he wants:

( ) No opportunity to observe.

1. He strikes at others or has temper tantrum.
2. Voices complaints (or whines) repeatedly to frustrating person.
3. Voices complaints and walks away (i.e., accepts limitations but does nothing about it).
4. Voices complaints and if further denied will seek some substitute activity.

55. FREEDOM OF MOVEMENT

( ) No opportunity to observe.

1. Does not go out of the house or yard alone.
2. Goes out alone in the immediate area of the house.
3. Goes freely on his own block but does not cross any streets.
4. Is able to go several blocks alone.

56. GOING ON ERRANDS

( ) No opportunity to observe.

1. Cannot be sent on errands to other people.
2. Can be sent on errands with note to other people.
3. Can be sent on errands without note if no more than two objects are to be asked for.
4. Can be sent on errands without note if more than three objects are being sought.

57. BEHAVIOR IN PUBLIC

( ) No opportunity to observe.

1. Cannot be taken to public places because he cries, becomes restless or frightened, etc.
2. Can be taken to public places but must be held by the hand or given constant verbal reassurance.
3. Can be taken to public places but requires frequent reassurance.
4. Can be taken to public places and seldom, if ever, requires physical and/or verbal reassurance.

58. PUTTING THINGS AWAY

( ) No opportunity to observe.

1. Does not put familiar items where they belong.
2. Puts frequently used items where they belong (paints, paper, phonograph records, etc.).
3. Puts less familiar items away where they belong (e.g., supplies for toilet, cleaning equipment).
4. Puts seldom used items where they belong.

59. ATTENDING TO TASKS

( ) No opportunity to observe.

1. Does not finish any task because he cannot pay attention for sufficient length of time.
2. Can finish task if time does not exceed 5 minutes.
3. Can finish task if time does not exceed 10 minutes.
4. Can finish task if time does not exceed 15 minutes.
5. Can finish task if time does not exceed 20 minutes.

60. IDENTIFICATION

( ) No opportunity to observe.

1. Can state first name only.
2. Can state full name.
3. Can State full name and address.
4. Can State name, address and telephone number.

THE SPACE BELOW IS PROVIDED FOR YOUR COMMENTS, CRITICISMS AND SUGGESTIONS.

SAN FRANCISCO SOCIAL COMPETENCY SCALE*
FORM PX-3

In this booklet you will find statements concerning your child's ability to take care of himself and make his wants known. These statements are arranged in four sections: Self Help, Initiative-Responsibility, Social Skills, and Communication.

1. Read each statement carefully. Then, circle the number next to the statement which *best* describes how your child *usually* behaves. Be sure that *only one* statement in *each* item is circled.

---

* This scale was developed by Samuel Levine and Donald H. Kase, under the direction of Leo F. Cain of San Francisco State College, under a United States Office of Education, Department of Health, Education, and Welfare grant, Contract No. SAE 6439. This scale may not be used for any purpose outside of this study without permission of its authors.

SAN FRANCISCO SOCIAL COMPETENCY SCALE

FOR EXPERIMENTAL USE ONLY

SELF HELP — MANIPULATION

I. UNDRESSING

1. Cannot undress self.
2. Takes off most clothing but cannot unbutton or unzip.
3. Takes off most clothing and can unbutton and unzip.
4. Completely undresses self.

2. FOOD PREPARATION

1. Cannot prepare simple foods.
2. Can prepare foods *not requiring* mixing or cooking (e.g., can make sandwiches such as cheese spread, peanut butter).
3. Can prepare foods *requiring* mixing but not cooking (e.g., cold puddings, cold drinks).
4. Can both mix and cook simple food (e.g., jello, oatmeal).

3. MAKING BED

1. Cannot make or undo bed.
2. Can undo but cannot make bed.
3. Can spread sheets and blankets on bed, but cannot tuck or put pillow in case.
4. Can completely make bed, including tucking and putting pillow in case.

4. OPENING DOOR

1. Cannot open door.
2. Cannot open door requiring turning knob, but can push door open.
3. Can open door when knob turning is required.
4. Can open or lock door with key.

5. EATING

1. Cannot feed self.
2. Can hold utensils but can use only spoon in feeding self.
3. Successfully uses a spoon but sometimes spills with a fork.
4. Feeds self with a fork and spoon without spilling.
5. Can use spoon and fork and cut with knife in eating.

6. SERVING FOOD

1. Cannot carry food without spilling.
2. Can carry only solid foods without spilling.
3. Can carry semi-solid foods without spilling.
4. Can carry a pitcher or glass of liquid without spilling.
5. Can carry and *pour* liquids without spilling (e.g., milk, juice, coffee).

7. USE OF KNIFE

1. Cannot hold knife.
2. Can hold knife but cannot use.
3. Can spread butter or jam with knife.
4. Can cut soft food such as sausage, hamburger patties, french toast.
5. Can cut up meat if trimmed and removed from bone.

8. BLOWING NOSE

1. Cannot blow nose.
2. Can blow nose but usually needs wiping.
3. Can blow nose but sometimes needs wiping.
4. Can blow nose, including wiping.

9. BRUSHING TEETH

1. Cannot hold toothbrush.
2. Can hold toothbrush but cannot brush teeth.
3. Can hold brush, makes brushing motions, but does not brush properly. Cannot apply paste.
4. Can hold brush, apply paste and get to mouth, but must be aided with actual brushing.
5. Can brush teeth unaided.

10. SWEEPING

1. Cannot sweep floor.
2. Can sweep floor where there are no obstructions; unable to to pick up dirt in dustpan.
3. Can sweep under desks or tables but *cannot* pick up dirt in dustpan.
4. Can sweep under desks or tables and *can* pick up dirt in dustpan.

11. REMOVING OUTER CLOTHING

1. Cannot take off outer clothing.
2. Can take off outer clothing such as coats and jackets.
3. Can take off outer clothing such as shirts, pull-over sweaters, blouses, shoes, etc.
4. Can remove all outer clothing, including undoing back buttons, belts, etc.

12. CARE OF FINGERNAILS

1. Cannot clean or file fingernails.
2. Can clean nails with better hand but needs help with other hand.
3. Can clean nails on both hands.
4. Can clean and file nails on both hands.

13. DRESSING

1. Cannot put on any clothing.
2. Can put on clothing but cannot button or zip.
3. Can put on most clothing and can button and zip.
4. Dresses completely except for shoe tying and rain shoes.
5. Completely dresses self, including shoe tying and rain shoes.

14. PASSING FOOD

1. Cannot pass food.
2. Can pass bowls with solid food only.
3. Can pass plates with solid food only.
4. Can pass bowls with liquid or semi-liquid food.
5. Can pass all items, including platters and trays with food on them.

15. FOLDING ARTICLES

1. Cannot fold any laundry items.
2. Can fold washcloths, towels and pillow cases with help.
3. Can fold washcloths, towels and pillow cases without help.
4. Can fold washcloths, towels and pillow cases without help, and sheets, blankets and bedspreads with help.
5. Can fold all of above items without help.

16. CARE OF SHOES

1. Cannot wipe shoes.
2. Can wipe shoes but cannot brush or polish.
3. Can wipe and brush shoes but cannot polish.
4. Can clean, brush and polish shoes.

17. CLEANING UP

1. When cleaning up spilled liquids he smears over larger area, making a bigger mess.
2. Blots up some liquid, but job must be completed by someone else.
3. Blots up liquid but area requires finishing touches by someone else.
4. Cleans up liquid and does not require someone to finish job.

18. WASHING HANDS AND FACE

1. Although the child goes through the motions of washing hands and face, they must be redone by someone else.
2. After washing hands and face they must be *partially* redone by someone else.
3. Usually washes hands and face so that they do not need redoing, but child needs to be checked each time.
4. Can wash hands and face without having to be checked.

19. DRESSING

1. Cannot put on any clothing.
2. Usually *someone else* must partly redo and complete the job (e.g., button correctly, put shoes on proper feet).
3. *Adult* must check job and frequently adjust clothing.
4. Job must be checked by someone else and necessary adjustments made by the *child*.
5. Dresses self adequately without having to be checked.

20. DOING TASKS

When child indicates he is through with a task:

1. It must be completely redone by someone else.
2. It must be partly redone by someone else.
3. It is usually done adequately but someone else needs to check on how well it is done.
4. There is no need to check because child adequately carries out task.

21. CLEARING TABLE

1. Cannot clear table of unbreakable dishes.
2. Can clear table of unbreakable dishes and silverware but cannot scrape dishes and stack.
3. Can clear table of breakable dishes, glassware and silverware, but cannot scrape dishes and stack.
4. Can clear table, scrape and stack breakable dishes for washing.

22. PUTTING ON SHOES

1. Cannot put on shoes.
2. Can put on shoes and pull laces tight.
3. Can put on shoes and make first part of the knot.
4. Can put on shoes and tie bow.

23. CLEANING DISHES

1. Cannot stack or scrape dishes.
2. Can stack dishes but cannot scrape.
3. Can stack and scrape but cannot wash dishes.
4. Can wash and dry dishes.

INITIATIVE — RESPONSIBILITY

24. TOILETING

1. Does not wipe self.
2. Sometimes wipes self.
3. Usually wipes self.
4. Nearly always wipes self.

25. KEEPING NOSE CLEAN

1. Does not keep nose clean.
2. Sometimes cleans nose.
3. Usually cleans nose.
4. Nearly always cleans nose.

26. TABLE SETTING

1. Does not place silver, plates, cups, etc. on table.
2. Simply places silver, plates, cups, etc. *on* table.
3. Simply places items *around* table, not necessarily where they belong.
4. Places plates, glasses, and utensils in positions he has learned.
5. Places all eating utensils, napkins, salt, pepper, sugar, etc., in positions he has learned.

27. PUTTING TOYS AWAY

1. Puts toys away only when directed to do so.
2. Occasionally puts toys away without being told.
3. Usually puts toys away without being told.
4. Nearly always puts toys away without being told.

28. PASSING FOOD

1. Passes food only when asked but does not ask that food be passed to him.
2. Asks for food to be passed to him but does not pass to others without being told.
3. Asks for food to be passed to him and sometimes passes food to others without being told.
4. Asks for food to be passed to him and usually passes food to others without being told.

29. INITIATING TASKS

When given the responsibility for a task (e.g., table setting, washing dishes, cleaning room), he:

1. Does not initiate task.
2. Seldom initiates task.
3. Sometimes initiates task.
4. Usually initiates task.
5. Nearly always initiates task.

30. REPORTING ACCIDENTS

1. Does not take initiative in reporting accidents (e.g., spilling, breaking).
2. Sometimes takes initiative in reporting accidents.
3. Frequently takes initiative in reporting accidents.
4. Nearly always takes initiative in reporting accidents.

31. WASHING HANDS AND FACE

1. Does not wash hands and face without being told.
2. Sometimes washes hands and face without being told.
3. Usually washes hands and face without being told.
4. Nearly always washes hands and face without being told.

32. PLAYING WITH OTHERS

1. Does not initiate play with others.
2. Occasionally initiates play with others.
3. Frequently initiates play with others.
4. Nearly always initiates play with others.

33. BRUSHING TEETH

1. Brushes teeth only when directed to do so.
2. Sometimes brushes teeth without having to be told.
3. Usually brushes teeth without having to be told.
4. Nearly always brushes teeth without having to be told.

34. HANGING UP CLOTHES

1. Does not hang up clothes without being told.
2. Sometimes hangs up clothes without being told.
3. Usually hangs up clothes without being told.
4. Nearly always hangs up clothes without being told.

35. CLEANING UP SPILLED LIQUIDS

1. Does not clean up after having spilled liquids (e.g., soup, water, paint).
2. Sometimes cleans up spilled liquids.
3. Frequently cleans up spilled liquids.
4. Nearly always cleans up spilled liquids.

36. DRESSING

1. Does not initiate dressing.
2. Sometimes initiates dressing.
3. Frequently initiates dressing.
4. Nearly always initiates dressing.

37. CLEANING UP MESS

1. Does not take initiative in cleaning up own mess.
2. Sometimes takes initiative in cleaning up own mess.
3. Frequently takes initiative in cleaning up own mess.
4. Nearly always takes initiative in cleaning up own mess.

38. OFFERING ASSISTANCE

1. Does not offer assistance to others.
2. Sometimes offers assistance to others.
3. Frequently offers assistance to others.
4. Nearly always offers assistance to others.

39. ANSWERING TELEPHONE

1. Does not take initiative in answering telephone.
2. Sometimes takes initiative in answering telephone.
3. Frequently takes initiative in answering telephone.
4. Nearly always takes initiative in answering telephone.

SOCIAL SKILLS

40. TELLING TIME

1. Cannot tell time.
2. Can tell time to nearest hour.
3. Can tell time to nearest ½ hour.
4. Can tell time to nearest quarter hour.
5. Can tell time to nearest five minutes.

41. SHARING

When other children wish to share his favorite toy he:

1. Watches passively or cries.
2. Protests.
3. Shares if both play together with the toy, but otherwise does not share.
4. Shares, sometimes giving permission for others to play separately with the toy.
5. Shares, frequently giving permission for others to play separately with the toy.

42. TRAFFIC SIGNS

1. Does not understand any traffic signals or signs.
2. Understands a few traffic signs which do not require reading.
3. Understands most traffic signs which do not require reading.
4. Understands a few traffic signs which *require* reading.
5. Understands many traffic signs which *require* reading.

43. BORROWING-VOLUNTEERING

1. Frequently takes objects *when in use* by others; does not permit the use of his objects by others.
2. Takes other's objects when *not* in use; does not permit use of his objects by others.
3. Asks permission to use objects and, when asked, will permit others to use his objects.
4. Asks permission to use objects and volunteers use of his objects to others.

44. ANSWERING DOOR

1. When doorbell rings or there is a knock, child does not answer door.
2. Answers doorbell or knock, does not take message, does not call appropriate person.
3. Answers door and calls appropriate person, but does *not* take messages.
4. Answers door, calls appropriate person, and, when required, relays simple message such as, "Mr. A was here."

45. JOINING IN PLAY

1. Does not join others in play.
2. Sometimes joins others in play.
3. Frequently joins others in play.
4. Nearly always joins others in play.

46. RESPECTING PROPERTY RIGHTS

1. Takes others' property even though he is told what belongs to him or to others.
2. Asks permission to use others' property, but *does not* return property to owner when he is through.
3. Asks permission to use others' property and will occasionally return property to owner.

.4 Asks permission to use others' property and nearly always will return property to owner.

47. PLAYING WITH OTHERS

1. Usually plays by self.
2. Plays with others but limits play to one or two children.
3. Occasionally plays with a larger group (three or more children).
4. Usually plays with a larger group (three or more children).

48. HELPING OTHERS

1. Never helps other children.
2. Helps another child *only* when they are playing together.
3. Sometimes stops his own play to help another child.
4. Usually stops his own play to help another child.

49. CARE OF SELF

1. Adult must be with or near child at all times.
2. Child can be left alone in his *own room* with adult in the house.
3. Child can be left alone in the *house* but adult must be close by (e.g., in the yard).
4. Child can be left alone in the *house* while adult visits neighbor or goes to the store (short period, 20-30 minutes).

50. TELEPHONE

1. Cannot answer telephone.
2. Answers telephone, but unable to take message and/or call appropriate person.
3. Answers telephone, calls appropriate person. Cannot take message.
4. Answers telephone, calls appropriate person and takes message.

51. FREEDOM OF MOVEMENT

1. Does not go out of house or yard alone.
2. Goes out alone in the immediate area of the house.
3. Goes freely on his own block but does not cross any streets.
4. Goes several blocks alone.

52. GOING ON ERRANDS

1. Cannot be sent on errands to other people.
2. Can be sent on errands with note to other people.
3. Can be sent on errands without note if only one object is desired.
4. Can be sent on errands without note if no more than two objects are desired.

53. BEHAVIOR IN PUBLIC

1. Cannot be taken to public places because he cries, becomes restless, or frightened, etc.
2. Can be taken to public places but must be held by the hand or given constant reassurance.
3. Can be taken to public places but sometimes requires reassurance.
4. Can be taken to public places and seldom, if ever, requires reassurance.

54. ATTENDING TASKS

1. Pays attention to task if time does not exceed five minutes.
2. Pays attention to task if time does not exceed 10 minutes.
3. Pays attention to task if time does not exceed 15 minutes.
4. Pays attention to task if time does not exceed 20 minutes.
5. Pays attention to task *even if time exceeds 20 minutes.*

COMMUNICATION

55. DELIVERING MESSAGES

1. Cannot deliver messages by gesture or other means.
2. Can deliver a simple message by gesture only (one thought or action).
3. Can deliver a simple message verbally.
4. Can deliver a more complex message verbally (more than one thought or action).

56. ANSWERING QUESTIONS

When asked a question, he:

1. Does not respond.
2. Responds by nodding, pointing, or other gesture.
3. Responds by combination of gesture and speech, but oral response is limited (e.g., yes, no, etc.).
4. Verbally answers question with complete sentence.

57. RELATING OBJECTS TO ACTION

1. Cannot name objects in pictures or story books.
2. Can name objects and people in pictures but cannot indicate actions.
3. Can relate object to action but unable to connect actions into a story.
4. Can connect actions in a picture to tell a story.

58. INDICATING WANTS

At the table, he:

1. Does not indicate his wants.
2. Indicates his wants by gesture.
3. Indicates his wants by saying, "I want that," etc. (does not name food or object).
4. Indicates his wants by specifically naming food or object (e.g., "Pass the potatoes," or "I want the spoon").

59. REPEATING

1. Cannot repeat sounds or words made by others.
2. Can repeat most sounds made by others.
3. Can repeat most words made by others.
4. Can repeat complete sentences made by others.

60. USE OF LANGUAGE

1. Says no words — gestures only.
2. Says a few specific words (e.g., water, mother, father). Does not use sentences.
3. Speaks in complete sentences (e.g., "I want a drink," "I want the toy," etc.)
4. Speaks in more complex sentences, connecting a number of actions or statements.

61. SHARING

1. Does not indicate, even by gesture, that he wants someone to share something with him.
2. He indicates only by gesture that he wants someone to share something with him.
3. He indicates by gesture and limited speech but does not name object (i.e., "I want," "Give me.").
4. Indicates that he wants someone to share with him by naming object.
5. Uses complete sentence to express his desire for someone to share with him.

62. SPONTANEOUS SPEECH

1. Rarely speaks spontaneously in group situation, even when question is directed to him.
2. Responds in group situation only if question or command is directed to him.
3. Sometimes speaks spontaneously in a group situation.
4. Usually speaks spontaneously in a group situation.

63. FOLLOWING INSTRUCTIONS

1. Cannot follow familiar instructions.
2. Can carry out one familiar instruction.
3. Can follow new instructions given one at a time, as well as familiar ones.
4. Can follow several new instructions given at the same time, as well as familiar ones.
5. Uses complete sentence to express his desire for someone to share with him.

64. SPEAKING TO ADULTS

1. Does not speak to adult friends or adult visitors.
2. Speaks only to close friends of family.
3. Speaks to adult visitors if he has met them before.
4. Speaks to most adult visitors, even if he has not met them before.

65. INDICATING DISLIKES

1. Cannot indicate dislike by gesture or other means.
2. Can indicate whether he dislikes an object offered him, but is unable to indicate by any means what he wants.
3. Indicates his dissatisfaction with object offered him and can indicate by gesture what he wants.
4. Verbally states his dissatisfaction with object and specifically requests what he wants.

66. CLARITY OF SPEECH

1. Communicates by gesture only.
2. Can speak, but speech is frequently indistinct.
3. Speech is somewhat clear but occasionally indistinct.
4. Speech is generally clear and distinct.

67. IDENTIFICATION

1. Can state first name only.
2. Can state full name.
3. Can state full name and address.
4. Can state name, address and telephone number.

68. GOING PLACES

When he wishes to go someplace:

1. Indicates by gesture only.
2. Indicates by using simple words (e.g., "zoo," "store").
3. Indicates by using short phrases (e.g., "go store," "go zoo").
4. Indicates by using complete sentences.

69. PLAYING WITH OTHERS

1. Does not ask to play with other children.
2. Indicates by gesture his desire to play with other children but does not name people or activity.
3. States his desire to play with other children but does not name people or activity (e.g., "I want to play").
4. States his desire to play with others, naming people and/or activity (e.g., "I want to play ball with John," or "I want to jump rope with Mary").

70. COMMUNICATING UNHAPPINESS

When unhappy, he:

1. Cries or runs away without explaining reason for his unhappiness.
2. Kicks or screams at offending object.
3. Seeks help by crying and searching out an adult, but is unable to explain his unhappiness.
4. Expresses his feeling and the cause of his unhappiness.

71. ANSWERING DOOR

1. Does not gesture or speak, just stands there.
2. Indicates that someone is at door by gesture only.
3. Indicates that someone is at door by gesture and limited speech (e.g., "Man here").
4. Indicates that someone is at door by using complete sentence.

72. BREAKING OBJECTS

After he has broken something he indicates what has happened by:

1. Crying.
2. Pointing to the broken object.
3. Saying, "I broke it," or, "Something broke," etc. (does not name object).
4. Saying, "I broke the train," or, "I broke the glass," etc. (names object).

APPENDIX E

PARENT INTERVIEW SCHEDULE

PARENT INTERVIEW SCHEDULE

I.

1. What do you think is X's main difficulty?

    a) What have you been told (by doctors, psychologists, etc.) about X's condition?

II. Now I would like to talk with you about X's behavior at the dinner table.

2. What are X's table manners like?

    Flexibility

    a) How do (did) you go about teaching him table manners?
    b) Do (have) you always used the same methods for training X or does (has) this ever change(d)?

    Empathy

    a) Why do you think X's table manners are so (good or bad or whatever parent indicates he thinks of them)?

3. **Flexibility**

    a) When X spills food or liquids at the dinner table, what is your reaction?
    b) Can you remember a particular time when this happened?
    c) What did you do then?
    d) Do you find it best to always respond in the same way, or do you ever change what you do or say to X?

    Empathy

    a) Why do you think X spilled on that occasion?

4. **Flexibility**

    a) When X refuses to eat a particular kind of food, how do you respond?
    b) Can you remember the last time this happened?
    c) (If not answered) Do you (mention previous response) then?
    d) Do you ever deal with this situation differently?

    Empathy

    a) Why do you think X refused to eat (particular food)?

5. **Flexibility**

    a) What is your reaction when your child dawdles (wastes time, plays with his food, doesn't eat, etc.) at the dinner table?
    b) Can you give me an example of this?
    c) Are there any other ways that you have tried to deal with this?

Empathy

a) Why do you think X dawdles when he does?

6.

Motivation

a) How would you like X to behave when he is at the dinner table?
b) What do you think you can do to bring this about?
c) What have you done?

III. I would like to change the subject now and talk about times when X is unhappy or angry.

7. Can you tell me about a time when X reacted by crying, objecting or being angry to something you or your wife (husband) said or did?

Flexibility

a) What did you say or do then?
b) Is this what you always do when X "acts up"?
c) (If answer is no, or not always) What other ways do you use?

Empathy

a) Why do you think X reacts the way he does on such occasions?
b) (If answer is he's mad or unhappy) Why do you think he gets (mad, unhappy, etc.)?

8.

Flexibility

a) When X fights with his brother(s) or sister(s) or with a neighbor or visiting child, how do you respond?
b) Do you always react this way? (If no) What other things have you tried?

9.

Flexibility

a) What is your reaction when X has a temper tantrum?
b) Do you always respond to these tantrums the same way or does this vary?

Empathy

a) When does he usually have a tantrum?
b) Why do you think he has tantrums at these times?

Motivation

a) How would you like X to behave when he feels like this?
b) Is there anything you can do to bring this about?
c) Are you doing anything now in this regard?

IV. I'd like to talk with you now about what happens when it's X's bedtime.

10.

Flexibility

a) Do you remember how you reacted the last time X refused to go to bed?
b) Do you always respond to this situation in the same way?

Empathy

a) Why do you think X reacts this way?

V. I'd like to change the subject now and talk with you about family rules.

11.

Flexibility

a) How do you go about getting X to do what you want?
b) Have you ever tried any other ways of getting X to do what you want him to do?

Empathy

a) Why do you think X responds to this the way he does?

Motivation

a) How would you like X to react when you ask him to do something for you?
b) Is there anything you think you can do to help bring this about?
c) Have you done anything that you think will help X to behave in this way?

12.

Empathy

a) How well does X share with other children?
b) Why do you think that this is so?

13. How about when another child (including your own) refuses to share with X?

Flexibility

a) What did you do?
b) Are there times when you have responded differently? If so, how?

Empathy

a) How does X react when this happens to him?
b) Why do you think he reacts this way?

14.

Motivation

a) Do you feel X could improve in the way he plays with other children?
b) Is there anything you can do to help bring this about?
c) Have you been able to do anything about this?

15.

Motivation

a) How would you like X to behave when someone else disappoints him or mistreats him?
b) What do you think you can do to help bring this about?
c) What have you done?

16.

Flexibility

a) What is your reaction when X interrupts you when you are talking with your wife (husband)?
b) Can you remember a particular time when this happened?
c) What did you do that time?
d) In what other ways have you reacted to this situation?

Empathy

a) Why do you think it is that X (either interrupts or never interrupts)?

17.

Motivation

a) How do you want X to behave as far as care of his belongings is concerned?
b) Do you think there is anything you can do to help X behave this way?
c) Is there anything you have done or are doing to bring this about?

Flexibility

a) When X does not put his toys away what do you do?
b) Is this what you always do? (If no) What else have you done?

Empathy

a) Why do you think it is that X (sometimes, always, or never) puts his toys away?

18.

Flexibility

a) What did you do the last time X marked the walls or jumped on the furniture?
b) Have you ever reacted differently to this sort of thing? If so, how?

Empathy

a) Why do you think he does this?

19. **Flexibility**

a) When X breaks or tears things how do you react?
b) Is this what you always do?
c) (If no) What other things have you done?

Empathy

a) Why do you think X behaves this way (when he does)?

20.

Flexibility

a) What do you do when X doesn't mind you?
b) Do you always handle this by (repeat parent's statement)?
c) (If no) What other ways have you tried?

Empathy

a) Can you remember a time when this happened?
b) Why do you think X acted (acts) this way?

Motivation

a) How would you like X to change as far as minding you is concerned?
b) What do you think you can do to help accomplish this?
c) Are you doing anything at this time that you think will help X in this respect?

VI.

21. How much help does X need in dressing, washing, and generally caring for himself?

Motivation

a) What do you hope for as far as X's caring for himself in these ways?
b) Is there anything you can do to help this happen?
c) What have you done in this regard?

22.

Motivation

a) What sort of things do you hope X will learn in the next few years?
b) What do you think that you can do to help bring this about?
c) What have you done in this regard?

23.

Motivation

a) What do you hope for as far as X's being able to care for himself in the future? (If necessary add:) By that I mean how well he'll be able to get along in the world.
b) What do you think you can do to bring this about?
c) What have you done in this regard?

24.

Motivation

a) What do you hope for as far as X's learning to express himself (make his wishes and wants known) to people in general?
b) What do you think you can do to bring this about?
c) What have you done?

25.

Motivation

a) What do you hope for as far as X's ability to make and keep friends?
b) What do you think you can do to help bring this about?
c) What have you done in this regard?

26.

Motivation

a) Are there any ways that you think X could improve in getting along with adult strangers?
b) What do you think you can do to help bring this about?
c) Is there anything you have done in this regard?

27. Could you tell me what you hope will occur as a result of X's being in a special day class?

a) How do you think X will or will not benefit?
b) Do you think you personally will benefit?
c) What sort of activities do you think should be included in a special day school program?

APPENDIX F

COMPONENTS OF PARENT ADAPTABILITY

CATEGORIES OF EMPATHY

Definition (for purposes of this scale): The parent's ability to interpret his child's behavior in terms of the child's feelings, thoughts, and motivations and to relate this understanding to the particular situation and the child's behavior.

SIX CATEGORIES FROM LOW TO HIGH

1. Does not describe in empathic terms the child's behavior.
   Example: "I don't know why he behaves this way."

2. a. A limited ability to describe the child's reaction, which is restricted to a single, generalized statement.
   Example: "He doesn't like it," or, "He gets mad," or, "He wants to do it."
   or
   b. Generalized stereotyped response.
   Example: "Retarded children are like that."

3. a. An ability to make a simple or single connection between a child's activity or response and the stimulus for the child's reactions (activity and stimulus).
   Example: "He runs when he sees older children."
   or
   b. Recognition of a child's preference or displeasure.
   Example: "He doesn't like asparagus."

4. An ability to discern a causal relationship between a child's feelings, or motivations, or thoughts relative to a particular situation.
   Example: "He enjoys playing ball and he's unhappy if he isn't allowed to do this."

5. A comparatively inclusive statement pertaining to a child's feelings, motivations, thoughts, and the causative relations, but leaving the impression that the understanding is incomplete or to some degree unsatisfactory or qualified.
   Example: "When I don't let him play ball he gets angry. Maybe he thinks I don't think he's as good as other children."

6. An inclusive statement pertaining to a child's feelings, motivations, thoughts and the causative relations for the child's behavior, leaving the impression of sensitive and assured understanding of what the child may be experiencing and reacting to.
   Example: "He wants very much to be like other children. If I have to make him stop he gets angry. He feels as though I don't believe in him either."

CATEGORIES OF MOTIVATION

Definition (for purposes of this scale): An affectual investment characterized by involvement of the parent in affecting certain anticipated goals on the part of the child.

FIVE LEVELS FROM LOW TO HIGH

1. An unwillingness on the part of parent to acknowledge any responsibility for personal involvement with the child or in the situation.
   Example: "There is nothing that can be done," or "We don't do anything."

2. (a) Recognition of the necessity for taking action, but placing responsibility elsewhere or acknowledging an unwillingness to take such action.
   Example: "That's up to the schools," or "We should try to teach him but we haven't."

   or

   (b) An expression of interest or concern for the child but indicating a limited investment of the parent's time and energy.
   Example: "He needs help in being more sociable, but I don't know how I can help him."

   or

   (c) A generalized statement which implies by its lack of specificity a minimal amount of involvement.
   Example: "Just socialization is all we do."

3. (a) A willingness to stay with a situation over a period of time by means of a particular type of action.
   Example: "We repeatedly tell her she must be gentle with other children," or "We keep telling her each day and she will do it."

   or

   (b) A willingness to learn from others and try out methods.
   Example: "His teacher said he can read letters on blocks, so I took some blocks and went over them with him."

   or

   (c) An effort on the part of the parent to look for outside resources.
   Example: "We sent for books, and buy all of the educational toys we can get," or "We finally found a speech therapist for him."

4. (a) An effort on the part of the parent to evaluate his personal responses and to strive for continual change (self-discipline).
   Example: "I'm trying to be calmer with her regardless of how bad I feel."

   or

   (b) An awareness on the part of the parent of continued and ongoing demands and willingness to undertake the responsibility implied by these demands.

Example: "She has an inferiority complex. I need to help her overcome this. I've tried to increase my compliments to her on anything she does well."

5. (a) The integration of the parent's efforts with outside resources.
   Example: "The teacher met with us and we learned that he is much calmer when he does art work, so we get materials and he and I will draw or paint together."

or

(b) An expression on the part of the parent indicating his willingness to become involved with the child in interpersonal interaction which involves persistent follow-through.
   Example: "I'll give her an argument on some matters just to make her give her point of view. I won't push and if she argues, I'll tell her she's right."

CATEGORIES OF FLEXIBILITY

Definition (for purposes of this scale): Flexibility is defined in both attitudinal and behavioral terms. It represents an attitude which individualizes the child in the light of a specific situation, as opposed to stereotyping both the child's behavior and the situation. It also represents the ability to express and employ alternative means of action toward one's child in the light of the parent's evaluation of the specific parent-child situation, as opposed to acting in a stereotyped manner.

SIX CATEGORIES FROM LOW TO HIGH

1. (a) A rigid and stereotyped attitude and action toward a particular situation in which the child is involved, and a persistent, unchanging and perseverative way of behaving in the face of such situations (as distinguished from consistent behavior based on experience).
   Example: "These children can only understand what they feel, so we spank him every time," or "These children are more sensitive than other people, so we never spank him."

   or

   (b) An attitude which generalizes an abrogation of responsibility.
   Example: "There is nothing that can be done so we do nothing."

2. (a) An ability to specify a situation while responding in vascillating, inconsistent or stereotyped manner.
   Example: "He gets very upset when he's scolded, so we never scold him," or "He gets upset and we don't know what to do," or "We'll try to scold him or ignore him, but nothing works."

   or

   (b) An ability to recognize what is specifically required in a situation while, at the same time, acknowledging or implying an inability or lack of readiness for taking the required action or allocates responsibility to someone else.
   Example: "We should be stricter with him, but we seem to let him have his way."

3. (a) Responding to a prescribed formula from an outside source, and characterized by unquestioning application of that formula.
   Example: "We've been told to reason with him rather than force him, so we don't force him anymore. Now we reason with him."

   or

   (b) Recognition of the general situation but employing a specific or limited action.
   Example: "When he interrupts me, I say 'I'm talking, wait until I finish'."

   or

   (c) Recognition of the general situation but employing a routine or patterned action.

Example: "When he has a tantrum I send him to his room."

4. (a) Sequence of general actions characterized by goal-directed behavior.
   Example: "When he doesn't want to eat something I ask him to take one bite and gradually he gets used to it and he'll eat it all," or "If he has a temper tantrum we'll try to find something to take his mind off what's bothering him."

or

   (b) A generalized ability to recognize changing patterns in the child and to respond accordingly. This response is more characteristic of the application of a determined formula than a specific response to a particular situation.
   Example: "Spanking doesn't work with Johnny anymore. We try to reason with him now."

or

   (c) An ability on the part of the parent to change patterns of action over time but not to deal with the situation in a specific particularized manner.
   Example: "As Johnny gets older he understands more, so we reason with him now rather than forcing him."

5. (a) An ability to test or experiment with different techniques, not necessarily arriving at effective means, but including the ability to explain the reason for the alternative actions taken.
   Example: "I try a different angle. I'll ignore it or I'll be stern, or sometimes I'll do it for her."

or

   (b) An ability to deal with the situation in terms of its specific meaning at the time, comparing this action with alternative situations but in less than a completely satisfactory or conclusive manner.
   Example: "She's had so little spunk that when she talked back, we busted out laughing--we'll have to stop that."

or

   (c) An ability to recognize changing patterns in the child and plan the necessary parental change.
   Example: "She is developing more spunk and we are pleased, but we will have to limit her before she goes too far."

6. (a) A response that is clearly related to the parent's perception of the situation and dependent upon a specific evaluation of that situation. as differentiated from a generalized way of behaving.
   Example: "When she does it right, I compliment her so she knows she has done well."

or

(b) An ability to deal with the situation in terms of a specific meaning while relating one's action to past experience.
Example: "She'll do anything for you if you compliment her, so when she does it right I compliment her so she will try to do it again."

or

(c) An ability to recognize changing patterns in the child and make the necessary parental change.
Example: "She's developing more spunk and we are pleased, but we limit her when she gets insulting or sassy."